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## TRAINING LITTLE CHILDREN

SUGGESTIONS FOR PARENTS



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## CONTENTS.

	Page.
Introduction.....	5
Walks and talks afford valuable opportunities for teaching.....	7
Kindergarten activities provide profitable amusement at home.....	9
Rules should be few but positive.....	10
Delightful occupations during walks with children.....	12
Froebel's philosophy helps the mother.....	14
Mutual recognition of rights is essential.....	16
Love what you have to do.....	18
Build up virtues and faults will disappear.....	19
Homemade scrapbooks the most satisfactory for little folks.....	20
Training for membership in the family circle.....	22
Development of ideas makes useful men and women.....	23
Enter into the play spirit of your boys and girls.....	25
It is easy to teach through play.....	27
Social intercourse brings valuable lessons.....	29
Give children toys which answer their needs.....	30
The home must lay the foundations of character.....	32
Sharing the children's work and pleasure.....	33
Simple playthings may be utilized.....	35
Helpful plays can be carried on while mother is busy.....	37
Educational material can be bought easily.....	39
Isolation is an effective punishment.....	42
The real mother is careful to train her child's character.....	43
The careful mother ponders the effects of her child's actions.....	45
The influence and inspiration of spiritual motherhood.....	46
The child needs care, nurture, and love.....	48
How the children keep a weather calendar.....	50
Come, let us live with our children.....	52
Every child instinctively desires to use his hands.....	53
A kindergarten for every neighborhood.....	56
Planting a garden more fun than playing house.....	57
All living things appeal to the vitality of the child.....	58
Mother's problem: To provide children with something to do.....	60
Base early education on sound principles of child study.....	63
Let us not cripple our children's self-dependence.....	65
Bravery is natural; fear is inculcated.....	67
Seventeen useful rules for mothers.....	68
Begin early to form the habits of your child.....	70
Music an elemental part of life.....	71
How music helps in the life of the home.....	73
Being a good mother requires understanding, devotion, and sacrifice.....	75
Simple things please children, and simple methods are best to control them.....	78
Gardens, pets, books, and pictures for country children.....	80
Develop right relationships from the start.....	81
Be kind, but firm, in your insistence on the right.....	83
Learning to play with others is the first lesson in social training.....	84
Kindergarten methods as valuable for home as for school.....	86
Story telling for patriotism.....	87

## INTRODUCTION.

The kindergarten propaganda work that has been conducted by the Bureau of Education and the National Kindergarten Association in cooperation during the past six years has brought about a more widespread interest in the subject of the educational value of the early years of childhood. This has been manifested not only by an increase in the number of kindergarten classes established, but also by an increasing demand for the series of articles on *Training Little Children*. These have been sent, upon request, to upward of 25,000 mothers, 1,500 home demonstration agents, 1,000 presidents of women's clubs, 1,000 kindergartners; also to 1,027 orphanages.

The articles were furnished by the National Kindergarten Association, and nearly all of them were prepared by mothers who were formerly kindergarten teachers. Based upon kindergarten principles, these articles contain valuable suggestions for helping untrained women solve the perplexing problems which constantly beset the busy, overworked mother in her home.

The articles were originally written for publication in newspapers and magazines, as it was felt that in this way a very large number of mothers could be reached. The results have been most gratifying, for the articles have appeared in the columns of daily and weekly papers in practically every large city in the country, as well as in those of many small towns and villages. The editors of more than 2,000 newspapers and magazines having a combined circulation of over 45,000,000 have requested them.

Notices have appeared in several large magazines that the Bureau of Education is furnishing a series of articles for parents, with the result that thousands of letters have been received from mothers showing an eager desire for help in dealing with all manner of difficult questions pertaining to the training of their little ones. Many of these letters disclose pathetic situations; for example, a father in Canada writes that he has been left with four motherless little children whose training "puzzles me"; a widow in Arizona writes that she is filling the place of both mother and father to her family of five; a mother of 17 children in Nebraska finds the articles so helpful that she is unwilling to act upon the printed suggestion that she pass them on to some other mother.

## INTRODUCTION.

The large number of wretched beings in penal institutions and the inefficient persons seen in every walk of life bear silent witness to the need of better training for the Nation's little children, for only one in eight of whom kindergarten classes have been provided. Approximately 3,800,000 children between 4 and 6 years of age are still without this educational privilege to which all are entitled in this land whose fundamental principle is equality of opportunity. It is to make amends for this lack in the educational system, in so far as this may be done, that this home service to isolated mothers has been inaugurated.

More than 1,000,000 single articles have been circulated to date, and as the demand for them is constantly increasing it seems wise to present this material in more permanent form. This bulletin has therefore been compiled to meet the needs of parents.

BESSIE LOCKE,  
*Director of Kindergarten Extension.*

## TRAINING LITTLE CHILDREN.

### SUGGESTIONS FOR PARENTS.

#### Article I.

##### WALKS AND TALKS AFFORD VALUABLE OPPORTUNITIES FOR TEACHING.

By MRS. BERTHA EMELIN.

From about the age of 3, and extending indefinitely through childhood years, there is no more valuable aid for the mother who desires to promote the well-being of her children than walks and talks. It is usually most difficult for the home-keeping mother to find sufficient leisure—or rather, uninterrupted leisure—to concentrate on work or play with her children. We are all only too familiar with the interruptions of the butcher, the baker, the telephone, the friendly neighbor, which break in repeatedly until one gives up in despair. But when you leave your home and its distractions behind you, you begin to realize that you have found a way in which you can say with Froebel, "Come, let us live with our children."

These walks and talks can be useful both to the city mother and the country mother, though it will be easily seen that the country mother has the advantage in this respect. The city mother will have to substitute, for the suggestions below, the city parks, the river or lake front, visits to the large factories, museums, and historic points of interest. You can make the walks as long or as short as your leisure permits; you can plan them for every day or every other day, morning or afternoon; and after a month's trial you will begin to realize their value for yourself as much as for the children. The blue sky and the great outdoors will take you away from the pettiness of the thousand and one trifles that continually intrude themselves upon your attention while you remain within four walls, and they will be equally uplifting in taking the little ones away—especially is this true in small towns—from the petty small talk that emanates from the porches and the front stoops and passes along the sidewalks from house to house and from child to child.

It is well for you to decide upon your destination before you call the children with "Let's go to the pond to-day" or "This is a great day for the woods." A playmate or two taken along occasionally (and frequently if you have but one child) will lend additional zest

to the walks and will enlarge your opportunities of getting better acquainted; not only with the playmates, but with your own children in relation to their playmates.

In the case of very young children, places very near home will serve as well as the more distant goals, which are usually more attractive to older children. The pond or the stream under the bridge, or the waterfront, the beach, or the rocky boulders that can be scaled, or the woods—seek them out in your vicinity. Try every road and see where it leads to. The adjoining town, if it be within 2 or 3 miles, makes a splendid objective point with older children, and a trolley ride will bring you back should time or fatigue make it necessary.

Try to forget all your grown-up dignity on these walks, especially if it be a country road, and have as much fun and laughter as the children are ready for. Wear only stout shoes and "roughing" clothes. Sometimes permit the children to take skates, or a bicycle, or a velocipede, a wagon or jaunting cart, or a sled, a hoop; or horse reins. All these will provide additional attractions when the children seem loath to leave their street play.

These walks will develop your children physically fully as much as any systematic exercises, and the variety of "stunts" that will be initiated along the road will astound you. In some of them you may join; others will teach you to have control of your nerves, while the children develop strength and independence thereby. So far as the physical activities are concerned you need suggest very little; the children will initiate as much as there are time and energy for. There will be walking forward and backward, sometimes with eyes shut, sometimes on stone walls and in ditches; there will be running, skipping, hopping, jumping from different heights, whistling and singing, games of "follow master," racing, stone throwing and stick throwing into ponds and trees, and tree climbing.

That the "walks and talks" are a great mental stimulus is readily apparent when one reflects for a moment upon the opportunities for asking and answering questions that seldom arise in the schoolroom; the opportunities to observe public work that is going on away from one's immediate neighborhood; the road building, the digging of trenches and laying of mains, the setting and taking down of telegraph poles, the operation of the switch towers near the railroad bridge, the regulation of traffic, the construction of buildings. There is a deepening of sense impressions; there is training in the correct use of good English in conversations and story-telling by the wayside; there is reading and dramatization in the woods and in the shady nooks and on the rocky heights that aid so much in creating a congenial atmosphere for the play of the imagination, and last but not least—perhaps the most valuable feature—there is a tremendous field for developing a knowledge of nature's workshop.

Perhaps some concrete illustrations will serve to good purpose:

SENSE TRAINING.

Stand still a few moments with eyes shut; listen intently, then tell what was heard.

Look intently in all directions, close eyes, and tell what was seen.

Name objects (seeds, flowers, twigs, etc.) by touch alone with eyes shut.

Point to every bird's nest observed on the walk.

Find all the maple trees along one road. By taking one tree at a time you will soon be surprised to discover how many trees you and the children can name.

These walks will also contribute to spiritual growth in no small measure. They will afford a basis of companionship that with the older years is not readily outgrown, and many fond memories will cluster around these little trips. Perhaps the same walks, though less frequent in the adolescent years, may afford opportunity for the confidences, the ideals, and ambitions that are so often poured into someone else's ears because the mother seems so busy in the home. At any rate, you will not stop the walks and talks when the kindergarten age has passed. You will keep it up from year to year, and each year will make them seem more worth while. You will have to increase your knowledge of nature's story as the years go by, but with your interest to spur you on, and the many books on the library shelves that are now ready to help you, this ought not to be difficult nor burdensome.

Article II.

KINDERGARTEN ACTIVITIES PROVIDE PROFITABLE AMUSEMENT  
AT HOME.

By Mrs. ALICE WINGATE FRARY.

The mother of small children who does not live within reach of a kindergarten need not feel compelled to deprive her little ones of the pleasures and benefits of systematic training. It is true that the stimulus of cooperative work and play, so vital a feature of the kindergarten, is not so apt to be found in the smaller group at home and is entirely lacking in the case of the only child. Nevertheless, many of the activities provided in kindergarten can be carried on not only by the small group but by the lonely child as well.

"Come, let us live with our children," is the old familiar Froebelian slogan. We might paraphrase it by saying, "Come, let us sing with our children!"

Why shouldn't children sing morning greetings to father and mother as well as to teacher! Even 2-year-olds that I know can sing

#### TRAINING LITTLE CHILDREN.

them and delight in doing so. The good morning songs to various members of the family, to the new day, to sun or clouds, sung while dressing, do much to create a sunny morning atmosphere. There are songs to accompany many of the home duties, besides a wealth of nature songs. At bedtime the devotional spirit of the evening prayer may be enhanced by the singing of a child's hymn. Songs such as these can be found in "Games and Music of Froebel's Mother Play" and in other kindergarten songbooks. Any good library would have some of these, or it would be possible to buy copies through a bookstore.

A kindergarten calendar may easily be made at home. For this purpose a sheet of white cardboard is ruled off into a sufficient number of blank squares for the days of the month. The children mark the calendar each day with a suitable emblem. Yellow circles should be provided for sunny days and gray for cloudy. Tiny umbrellas denote rain; a gray circle partly covered with white indicates snow. Advertisements furnish pictures for special occasions—a little church, a toy, a birthday cake, a Christmas tree, etc. The particular emblem is less important to the children than the pleasure they take in attending to the calendar regularly, and the fact that they are being helped to a realization of divisions of time. The card should be large enough to allow for a suitable picture for the month to be mounted outside of the ruled portion. Landseer's "Squirrel and Pair of Nutcrackers" may be used for the October sheet; Correggio's "Holy Night" for December; Washington's or Lincoln's portrait for February.

Games train the senses at the same time that they afford keen pleasure. A mother can play many games with her child without interrupting her work. Dramatization is a wonderful stimulus to the imagination, and numberless stories lend themselves to this form of reproduction.

The kindergarten, aiming as it does to relate the limited world of the small person to the larger world about him, to quicken his appreciation of parents and all world workers, to deepen his wonder and reverence for natural phenomena, is much more than a mere place of amusement. The home can be made more than this also.

#### Article III.

##### RULES SHOULD BE FEW BUT POSITIVE.

By Mrs. ELVIRA HYATT.

Modern ideas in regard to child training lay stress upon adhering from the beginning to certain set times for feeding, sleeping, bathing, and airing, for regular habits lay the foundation of moral teaching.

They are also a boon to the mother, resting her nerves and giving her time to herself, which in turn again acts to the benefit of the child.

After physical needs have been provided for, all the average normal child needs is to be let alone. Many babies are constantly overstimulated by mothers who adore them. It takes a wise and unselfish mother to keep her baby quiet systematically, and relegate him to a "warm, safe, happy background."

Physicians agree that infants under the age of 6 months should never be played with, or needlessly handled or caressed, and though it may be the dearest delight to rock and coddle the new infant and to watch his sweet ways, the wise mother will place him comfortably in crib or carriage and let him go to sleep by himself, preferably in the open air. Babies treated in this sane, unselfish fashion seldom cry except for some good reason. Self-control and self-reliance seem big words to apply to infant education, but these virtues have their foundation in earliest childhood. The child's wonderful, mysterious little personality must have time to develop itself, and growth and strength come "in the silence."

One of the first problems which confronts the mother is the unceasing activity of her small children. From the moment they can creep they are "doing something" every minute of the day. We simply can not bid these restless creatures keep still, for activity is the law of growth. Instead, we must learn to keep them busily and happily employed, and to substitute right activities for wrong ones. Constant repression makes a restless and unhappy child. We must learn to recognize abundant energy as good, and to turn it into right channels.

Bad and mischievous children are simply the results of negative methods. It is not enough to say "Run away and play," but a definite occupation should be suggested. The positive upbuilding method is to say "Do this" instead of "Don't do that," and if one form of employment must be taken away, something else should be suggested.

A recent Italian educator has declared that unnecessary restriction in a child's life is a crime. There must be rules, of course, and children must learn to obey, but much friction can be eliminated by avoiding unnecessary commands. There should be few rules, but these should be firmly adhered to. It is infinitely better not to give a command than to let a child evade it. The habit of teasing for a thing will never develop if this course is faithfully followed. Children brought up without rules or system are restless and unhappy; but, on the other hand, a blind obedience should not be insisted upon too long. The child can begin very early to reason for himself in small things. Later the moral fiber must be developed which will enable him to choose to do the right thing because it is right, and to recognize and obey the still, small voice within himself. A desire for right conduct

must be awakened. The will does not begin to grow until a definite choice can be made. Strong wills are good, and a parent has no more right to break a child's will than to break his arm or leg. Be sure that your request is just, and whenever possible avoid a clash of wills. Forced obedience, of obedience gained through fear, weakens the child's will power and fosters cowardice and deceit.

#### Article IV.

##### DELIGHTFUL OCCUPATIONS DURING WALKS WITH CHILDREN.

By MRS. BEETHA EMELIN.

Walks and talks foster a desire for wholesome recreation that can be enjoyed whether the purse is full or empty, that is of benefit physically, morally, and mentally, and that can be shared with others. On your walks point out the trees that make a strong appeal to the children; those that bear fruit, also the hickory and chestnut trees; the maples with their keys that fit so snugly on the nose; the oaks with their acorns that can be hollowed out and used as cups or pipes.

Collect milkweed pods and bittersweet with its bright berries to beautify the children's rooms. Pick wild flowers, each in its due season, spring beauty, violets, wild geranium, daisies, black-eyed Susans, and goldenrod, and you will soon be asked to tell why the bees hover over the flowers, and you will also watch the bees at work.

Keep your eyes open for cocoons in the fall; put them into a wide lantern chimney resting upon a saucer, the top covered with mosquito netting, and await developments. When the butterfly emerges the children will have had an experience more deeply impressed, because more intimate, than any classroom illustration. As the children grow older you will try different caterpillars in this same chimney device, and will watch the spinning of the cocoons or the transition into the chrysalis state. Sometimes the children's sharp eyes (usually sooner than your own) will discover eggs already laid on leaves, and you will watch them emerge into wriggling little bodies. One little girl was fortunate enough to see the eggs hatch about 10 minutes after she had gathered the leaf, and ever since she has kept her eyes open for another such "find." Frogs, toads, and tadpoles are sure to be noticed by the children, and will afford much interesting study if an aquarium can be provided for them at home.

Get acquainted with the birds. Begin in the late fall and winter when there are so few species that they can be easily learned and their notes readily distinguished—the woodpecker, the nuthatch, the

chickadee, the junco, the English sparrow, and the white-throated sparrow. When these have become familiar the early spring birds will soon be added to the list—the robin, the grackle, the flicker, the meadow lark, the song sparrow, the bluebird. With these birds well known, the child will possess sufficient knowledge to discover others for himself, and he will find never-ending delight in greeting the birds as the harbingers of the seasons.

The nests that are commonly seen—the chipping sparrow's in the hedges, the oriole's stocking hanging from the branch, the robin's well-shaped nest in the crotch of the tree, and the house-sparrow's careless untidy home—will soon be readily recognized.

#### DEVELOPMENT OF IMAGINATION.

On your walks retell stories read or heard, both you and the children participating in the telling. Invent stories, basing them on a beautiful sunset which you are witnessing, or on a cloud scene as the clouds shape themselves into varied forms, or on any other phase of the landscape which may attract you.

Repeat "Mother Goose" jingles as you go marching on; make up jingles yourself and get the youngsters to help. You will have great fun acting out some of your stories like "The Three Billy Goats Gruff," under a real bridge.

#### NUMBER-WORK PREPARATION.

Count your steps from one point to another, up to 10 or 20 (with little ones only). Count forward and backward. Odd numbers, even numbers, simple multiplication tables, combinations in adding and subtracting, can be well drilled, especially during the colder weather, when one walks briskly and observation or loitering is impossible. Simple problems will be really enjoyed if you use names of playmates and stores and purchases with which the child is thoroughly familiar in his own experiences. Seeds and shells can be used for concrete work in simple adding, subtracting, etc.

At times you will encourage silent communion with nature, which in more mature years gives a "peace that passeth understanding." The children will readily accede to your request, "Let us all be quiet for a while," especially at the twilight hour when the sun's glory and radiance are still reflected in the west.

Moonlight walks, despite the disadvantage of exceeding the usual retiring hour, have no equal in imbuing children with a sense of the mystery and the power and the glory of the universe, and this experience should not be denied our children. They should be permitted this walk with the parents at least once each season, when the moon is full and seems to bathe not only the earth, but the innermost soul in soft, healing light.

Then, if you will add a few sunrise walks in the summertime, you will be certain of having stored up in your children and in yourself memories and delights that will remain forever.

#### Article V.

##### FROEBEL'S PHILOSOPHY HELPS THE MOTHER.

By Mrs. Louise Guildin Simenson.

Every young mother should memorize a few of the songs and finger plays, and study the explanations, mottoes, and pictures in Froebel's "Mother Play," so that she may begin to use them in her home long before the kindergarten age. I have used them and find that they teach the virtues which later it is so hard to instill, for, as Froebel says, "Mother, you can now do with a touch as light as a feather what you can not later accomplish with the pressure of a hundred-weight."

I have also found that the songs and plays fill the child's heart with joy and contentment, entertain him immensely, and supply his imagination with wholesome food. If the mother has memorized some of the songs, she can sing or croon them while busy about her household tasks, and in this way can often direct her child's thoughts and play with definite aims in view. Her walks or rides with the children may also be made occasions for such play.

To illustrate how Froebel's philosophy helps the mother to train her child, let us consider first the pat-a-cake play. You smile and say, "Why, all mothers play pat-a-cake with their babies; that is nothing new." Yes, mothers have played pat-a-cake for ages and ages, but if they want to know why they play it, let them turn to Froebel, who points out that the reason the little game is so widely known is because "Simple mother wit never fails to link the initial activities of the child with the every-day life about him." He also says:

The bread or, better still, the little cake which the child likes so well, he receives from his mother; the mother in turn receives it from the baker. So far, so good. We have found two links in the great chain of life and service. Let us beware, however, of making the child feel that these links complete the chain. The baker can bake no cake if the miller grinds no meal; the miller can grind no meal if the farmer brings him no grain; the farmer can bring no grain if his field yields no crop; the field can yield no crop if the forces of nature fail to work together to produce it; the forces of nature could not conspire together were it not for the all-wise and beneficent Power who incites them to their predetermined ends.

It is because we mothers have felt perhaps dimly and unconsciously the lesson which the pat-a-cake play teaches of dependence on one another, and the gratitude each owes to all, that we have played this little game from ancient times.

## THE VALUE OF PAT-A-CAKE.

I start to play pat-a-cake with my baby when he is 6 months old. It affords him great satisfaction to exercise his arms and to direct his movements so that both little dimpled hands meet together. When he is about 18 months or 2 years old I begin to show him the picture of pat-a-cake found in Froebel's "Mother Play." Through this means I gradually and easily lead him to see that "for his bread he owes thanks not only to his mother, to the baker, the miller, the farmer, but also and most of all to the Heavenly Father, who, through the instrumentality of dew and rain, sunshine and darkness, winter and summer, causes the earth to bring forth the grain."

It is only after having studied the picture thoroughly and read the chapter on pat-a-cake in the "Mottoes and Commentaries" and committed to memory the verses and tune in the "Songs and Music" of Froebel's "Mother Play," that I am ready to teach pat-a-cake to my baby; and, as I have shown, I do not teach it all at once, but refer to it again and again, perhaps when we are out working in the garden on a sunny day, or in the house watching the rain. When my child is old enough to be interested in such things, we go into a bakery shop, and to the astonishment of the baker ask if we may see his ovens. We often pass a mill, and I tell my child that this is the place where the farmer brings his grain. Thus the lesson of pat-a-cake goes on for a long time before it is first played in babyhood. It teaches us to be ever thankful, and baby learns to say "Thank you, dear mamma," "Thank you, dear baker," "Thank you, dear God."

There are many other songs and games in Froebel's "Mother Play" which I give to my children long before the kindergarten age. In all of these they take the greatest delight. I begin early to sing the songs and play the finger games which nourish the instinct of love for the members of the family and affection for animals.

## THE FAMILY. MOTHER SONG FOR TEACHING AFFECTION.

This is the mother, so busy at home,  
Who loves her dear children, whatever may come.  
This is the father, so brave and so strong,  
Who works for his family all the day long.  
This is the brother, who'll soon be a man;  
He helps his good mother as much as he can.  
This is the sister, so gentle and mild,  
Who plays that the dolly is her little child.  
This is the baby, all dimpled and sweet;  
How soft his wee hands and his chubby pink feet!  
Father and mother and children so dear,  
Together you see them, one family here.

—Emile Pousson.

The active child of 4 or 5 instinctively desires to measure himself against children of his own age, and if deprived of the opportunity to do this, loses much of what is necessary for his highest and best development. Through contact with each other children learn to wait their turn, and to be considerate in many other ways.

Moreover, the child wants to make things, and, although the mother can play little songs and games with him while carrying on her household tasks, she can not always take the time necessary to direct and assist the child in manual occupations. This is one reason why the kindergarten fills a great need. Association with playmates, work with various materials and tools and songs and games, are all provided in the kindergarten.

It was because of my study of Froebelian methods and their successful application to the child below 4, and because I realized how impossible it was for me, a busy mother, to meet the growing needs of my children that I wanted a kindergarten in our town, not only for my own little ones, but for all the boys and girls. A number of mothers and fathers became interested in my project; we petitioned our board of education and a kindergarten was soon established. It was a success from the very start.

#### Article VI.

##### MUTUAL RECOGNITION OF RIGHTS IS ESSENTIAL.

By MRS. CHARLES R. LONG.

What are the qualities that make a person "livable with," as we say?

Is not the fundamental one respect for our own rights and for the rights of others? And is not one side of the question as important as the other?

If my child must respect certain rights and privileges which belong to me as a parent, then I must respect rights and privileges that belong to him.

One of the first marked traits a child develops as soon as he is able to play with others is wanting to have things for his very own. He quickly learns the "mine" and "thine" of things and especially the "mine." It is my book, my rattle, my ball, and great is the uproar when he is requested to share his property rights with another. At this stage young mothers are often given to discouragement and make such remarks as "I do not know what I shall do with my boy. I fear he has an extremely selfish disposition." He refuses to let any

other child so much as touch any of his playthings." But, wait, dear mother, remember that instincts are crude when they first appear and must be wisely and patiently trained.

Let us first respect the child's rights and say, "Yes, it is your ball, but won't you let your little friend play with it?"

By following this method we shall find the child becoming more and more aware of his playmate's as well as his own rights. He will share his favorite blocks with another not because some grown-up in authority says, "You must," but voluntarily because he respects the rights of another to share in his play. The idea does not formulate itself in his little mind in so many words perhaps, but it is the response that follows from instinctively recognizing that he is being given his due and that it pays to mete out like measure to another.

The general idea of the kindergarten is just that—the recognition of the child as an individual having rights, and of training this individuality, by allowing it to express itself voluntarily.

Of necessity this expression must be guided and guarded, so that the best qualities of self find the readiest expression. Children are quick to accept the standards of living that we are privileged to set them, quick to respond to the frown or the smile and slow to question where they are accustomed to receive justice.

At no time of life so much as in childhood is the opportunity given to bring out and establish traits of character that make for a sound manhood or womanhood.

One of the greatest opportunities within reach of all mothers is through the medium of story-telling. Stories interest children enormously, absorbing the entire attention for the time being. They establish a bond of mutual sympathy between the story-teller and the listener. They teach lessons of bravery, unselfishness, kindness, and a regard for truth, with no seeming effort in those directions. They also develop the imagination. When we stop to think that every invention we have, every great effort accomplished, was first developed in some individual mind through the aid of the imagination, we will do everything we can to foster this great power in our children.

Every child who has the opportunity of attending a well-organized kindergarten has a distinct advantage over one who is denied such an opportunity. While the kindergarten idea may to some extent be carried out by the mother in the home, much additional training is afforded the child by coming in contact with groups of children of similar age, and by spending two or three hours daily under the guidance of the trained worker, whose efforts are all aimed at developing what is brightest and best in his unfolding life.

## Article VII.

## LOVE WHAT YOU HAVE TO DO.

By MRS. MARY CLARK JACKSON.

If I were a fairy godmother I would wave my wand and say to all mothers, "Love what you have to do." Children's wants are so numerous and a mother has such constant demands made upon her that she needs to retire within herself often and, no matter how tired she may feel, repeat again and again, "I love what I have to do." Then suddenly she will feel better, and it becomes easier to go on with the task of caring for and training the children. It pays in dollars and cents, as well as in peace of mind and satisfaction of spirit, to devote much thought toward starting the children right.

What are some of the simple ways in which we can help our little ones? Let us begin the day happily, no matter how we feel, and never be discouraged nor allow the children to become so. Together mothers and children can learn to be honest, obedient, and faithful.

It should not be forgotten that all virtues thrive best in a healthy body. Therefore, give the child plenty of fresh air, have him sleep in a well-ventilated room, wear clean, whole clothes, and eat simple food.

## LET LITTLE ONES HELP AT HOME.

Let the children take hold and help about the house a little. At 4½ years old they can wash dishes, and they love to do so. An oil-cloth apron will keep them dry. They can also help make beds, brush up crumbs, and do many other things. But we must not nag the children at their tasks, remembering that interest in useful work may be most successfully developed by keeping it in the realm of the play spirit.

We have churches and schools to help in our work with our children, but it comes back every time to the parents and the home to develop in the children the simple practices which lead to right and happy living.

We must be patient in answering questions; and if we do not always know the answer, let us try to find out with the children. Fun is as natural as breathing to most children. Try to laugh with them at their simple jokes.

Let us take a little time at the end of the day, if we can, to tell a short story. The quiet will do us all good. Perhaps we may have seen a bird, squirrel, or a child do some amusing thing as we glanced out of the window while at work. The wind may have been chasing the pretty leaves, or the sun playing hide and seek among the clouds. Stories are not all to be found in books. It is a big accomplishment to learn to do things in the child's way—things they like to do but

which we have often denied them because we felt we didn't have time to be bothered.

If the little ones see that mother and father are trying to find something to love in all their trying tasks, before we know it the home will always be full of sunshine. If we have a fretful child to deal with, find out first if he is being properly nourished; then try telling him stories which will take his mind off himself.

Many children are often disagreeable because they haven't enough of the right things to do, such as games and songs, that provide activity and stimulate the mind and occupations that answer the child's need to be doing and making something.

A most important point for the mother to realize is the necessity of sticking to the lessons she needs to teach every single day until the right habits are permanently formed in her child.

No one can tell us exactly the things it is best to do with children. But if we begin to watch and think, read when we can, and exchange experiences with other mothers many suggestions will be found to meet our needs. Take a glimpse backward into your own childhood and many ideas will occur to you in that way. And through it all we will find that the children are helping to bring us up, too. Courage and joy prolong life, and we can well afford to stand and wait, feeling sure that if our motives have been right and we can find something to love even in the hard things of life, our little ones will see and know and will "rise up to call us blessed."

#### Article VIII.

##### BUILD UP VIRTUES AND FAULTS WILL DISAPPEAR.

By MRS. ELVIRA HYATT.

It pays to have high ideals for our children and to respect their individuality. Much can be accomplished by expecting children to be good, and by showing them that we trust them.

We should never call a child "bad," never wound his self-respect. This does not mean that his naughty actions should be "glossed over," but, as one wise educator has expressed it, we should realize that every fault is simply the absence of some virtue and we should try to build up that quality in which the child is deficient rather than condemn him for that which he has not.

Build up the virtues, and the faults will disappear. If a child is selfish, we should dwell on unselfishness; if the child is untidy, on neatness; if slow, on quickness; and we should always remember to praise even the slightest sign of the virtue we are working to cultivate. A child will try to live up to the thing for which he is praised.

"How quiet and helpful my little Peggy is to-day" will do more good than a dozen scoldings about noise and mischief.

Stories can be told to arouse and stimulate high ideals. Stories have a wonderful educational value and almost any lesson can be taught in story form. Tell stories about birds, trees, flowers, animals, great and good men, simple stories of home and family life, stories from history and from the Bible. The eager little minds are ready for anything you wish to give them, and if you are a natural story-teller great indeed is your opportunity. Ideals of right conduct, love of family and sympathy with every living thing can all be given through the right use of stories.

Much has been said and written about pre-natal influence, but volumes more are needed on post-natal influences. One of the first things a baby learns is to "smile back" at his mother, and in all his earliest years the child reflects the attitude of those around him. He imitates the things which he sees and hears, in order to understand them, and "As the twig is bent, the tree's inclined."

A true mother leads a consecrated life. She will always be absolutely truthful and will keep every promise made to her child. She will recognize the good in all things and will never speak ill of anyone in her child's presence. She will keep away all thoughts of fear, and will awaken a spirit of loving service toward others and a growing belief in the Power which is within himself, until at last he grows into a recognition of the universal love and goodness which underlie the whole life.

#### Article IX.

#### HOMEMADE SCRAPBOOKS THE MOST SATISFACTORY FOR LITTLE FOLK.

By MRS. JESS SWEITZER SHEAFFER.

We have been intensely interested in watching our little daughter with her first books. In addition to their educational value, they are a source of great pleasure and have grown to be her daily companions. When she was about 14 months old she was given her first book—a small linen one containing pictures of animals. These we would call by name as we pointed them out to her, and as they became familiar she would point them out herself. After she had learned to talk she could say the names also. Linen books containing pictures of objects in colors were next given the child and when she had become acquainted with these group pictures were added to the collection.

By counting the objects in the various groups—not over five at first—and by calling attention to their color, the child learned both

number and color. Emilie Poulsson's book on "Finger Plays" is an enjoyable supplement to pictures of this kind.

We found simple, homemade, indestructible scrapbooks, most satisfactory and attractive. Anticipating the book stage, we had collected a number of colored pictures from magazines. For the leaves of these books we used brown paper muslin, cutting a number of pieces 12 by 24 inches, and, after laying them one on top of another, stitching them through the center, thus making a book 12 by 12 inches when closed. On the pages we mounted the pictures with paste.

One book contained pictures of fowls, turkeys, chickens, ducks, geese, guinea fowls, and some pigeon and crow pictures also. In another book we pasted pictures of four-legged domestic animals. Many of the pictures showed the family life of these in their natural surroundings. They proved most interesting, as the child's experience is confined almost exclusively to the family of which she is a member, and animal families naturally appeal to every child.

Our little girl is now nearly 2½ years old, and she has never tired of her scrapbooks. Through them she has become acquainted with the different animals and the sound made by each, and is able to connect the animals and their calls.

The number of books of this kind which would be of great educational value to the child is almost limitless. Birds, flowers, vegetables, trades, farming, and history might all be presented to the child in this form. As our little girl grows older we have planned books of harvesting pictures showing the various stages in the growth of wheat from the preparation of the soil, planting of the seed, and so on, until it passes through the hands of the miller and baker and finally reaches the child in the form of her daily bread.

Another interesting process is the building of the home from the trees to the finished product. This book will contain pictures of the forest, where the trees grow, the man felling the great trees, the horses and wagons which haul the trees to the sawmill, the cutting and planing of the boards, the train which transports them to the lumber yard, the boards piled high in the lumber yard, the carpenter at work putting the boards together, the house in the process of construction and lastly the finished home, and the family that lives in it. From these process books the child can be led to realize that it takes rain, sunshine, and warmth to make the trees and the grains grow, and that there are many people to thank for providing our simplest food and that, above all, God is the great source of everything.

"Mother Goose Rhymes" and the child's favorite, "The Night Before Christmas," are always welcome diversions, and after repeated readings the child is able to supply words, lines, and later whole verses, thus incidentally developing the memory.

With the exception of a few simple books which are really story-telling pictures, I would advocate the telling of stories rather than the reading of them to small children. The primary object of story-telling is to stimulate the imagination of the children, cultivate a taste for good literature, and guide them to the best books.

#### Article X.

##### TRAINING FOR MEMBERSHIP IN THE FAMILY CIRCLE.

By Mrs. V. OMA GRACE OLIVER.

Parents must not look down upon the child and consider his efforts, trials, and sorrows petty. We must try to understand how sincerely they put all their hearts into their play and that the losses that seem so trivial to us are of great moment to them. We must learn to share all their experiences with them if we would develop the fine feelings we wish them to have at maturity.

Children must not be shut off in one part of the house to remain aloof until a certain age, but ought to be a part of the family circle, sharing its joys, work and minor sorrows. I do not mean that children should be pushed before visitors, have all their meals at the family table, or remain up till their elders retire; but there are times and places when it is the children's right and privilege really to be members of the family.

Even when they are very young children can assume responsibility for certain light tasks about the house, and as their age and strength increase, more and more duties should be added. The great American idea has been to remove all responsibility from the child and to give him a care-free childhood. I would not take one second of joy away from any child, but I would make it a joy for him to feel that the home is his and that he, too, helps in the making of it by performing certain duties that need to be done for the comfort of all. The child of 2 can pick up toys, put away dishes and silver, help set the table, dust low furniture and run many errands upstairs and down, and he loves to feel that he is "mother's helper."

He brings his daddy's slippers,  
He picks up baby's toys,  
He shuts the door for grandma,  
Without a bit of noise.  
On errands for his mother  
He scampers up and down,  
She vows she would'nt change him  
For all the boys in town.

(Song for A Little Child's Day, by Hulda Poulsen and Eleanor Smith.)

Then the child can help prepare for the great festival days, birthday, Thanksgiving, and Christmas, those joyous days which bring

the family very close together, and we can let him share not only in the preparation but in the joy of the day itself and here very early he gains a presentiment of the love and spirit of service that make home, and an ideal of the home that he will some day find.

As we would let the child share the labor and the festivals, so we must permit him to share the great family secrets and home joys. Let him know that he must never divulge anything that concerns only the family and I know that a child properly trained will never tell his playmates what he is told is a family secret.

So we begin very early to train him to keep his word and the sanctity of the home. When he has been thus prepared he is ready to share with the mother and father that greatest family secret, the coming of the new baby, and this confidence will bind the little one closer than anything else to the very heart of the home.

Children are so open-hearted and ready, and respond so sweetly and quickly to faith and trust that we often miss great happiness by not sharing our hopes and joys more freely with them.

If we keep the bond very close our home will become the great meeting place of all children, and this love and companionship between parents and children will be like a powerful magnet whose attraction the children can not resist. So from these beginnings the home tie will be so strengthened that we need never fear that the allurements of the world can draw our children from us, but can rest assured that they will always return to the "center of deep repose."

#### Article XL

##### DEVELOPMENT OF IDEAS MAKES USEFUL MEN AND WOMEN.

By Mrs. JANET W. MCKENZIE.

Kindergarten training is often begun at home unconsciously by both mother and child. It has its beginnings in the answers to the first questions familiar to every mother, such as "Mother, what color is this?" "How many are there?" "Which is my right hand?" "Which is heavier?"

If mother will take a little time to play with her children, as Froebel urges, the first question about color can be made the nucleus of a little game. Let the child find something of the same color as that which first interests him, then something in each of the six standard colors; count the articles found; classify them as smooth or rough, heavy or light, and so on.

In the same way the three type forms of solids—the sphere, cube, and cylinder—can be shown the child, and articles around the house

#### TRAINING LITTLE CHILDREN.

classified as cubical like the cube or block, round like the sphere or ball, or cylindrical like a barrel. The size of objects should also be noted.

Color, form, and number can easily be made into games if mother has time to play with her children.

When mother is busy with the pressing routine of housework, perhaps a box of cranberries and a long thread in a coarse needle would entertain a dear little meddler, and give mother a free hour to work. Cranberries may be scarce, but buttons, flourish in every home; also inch pieces of macaroni which can be combined with circles or squares of colored paper cut out of bright advertising pages.

When baking is underway and little hands have to be kept from interfering, a piece of colored string one yard long with the ends tied together will afford much delight. Wet the string and make as perfect a circle of it as possible on a flat surface. By pushing a point in the circle to the center, we change what looked like a full moon into crescent; pushing in three places makes a clover leaf. The variations are endless. And the child can learn with an occasional suggestion from mother, to make familiar symmetrical outlines in this way.

Perhaps it is bread that is being baked. What possibilities in a small lump of dough! It can be made into a loaf just like mother's, or rolled into tiny biscuits.

Toothpicks have many possibilities as play material. With them pictures can be made in outline of houses, fences, furniture, boats or stars, and it is material that can be used over and over again.

Chains of paper are made by slipping one short strip within another and pasting the ends. Colored strips may be alternated with the white strips that have been saved from rolls of narrow ribbon.

Coloring with crayons, cutting out pictures, and pasting are all kindergarten activities that can be carried on at home.

A blank book in which pictures of furniture have been pasted for each room of a house give delight that I have seen last all summer. How eagerly the advertising pages in magazines are searched for the kitchen cabinet, bathtub, parlor suite, crib, or bed. How carefully the selected pictures are cut and pasted on the proper page.

With a hatbox as the frame for a doll house, and cardboard partitions making four rooms, a child's interest and attention may be occupied perhaps for several months. The house can be furnished as to occupants and rugs from the magazines, while curtains can be made for the windows from paper lace used in candy boxes. The furniture can be made from folded paper or built with small blocks of dominoes.

These suggestions only touch the rim of activities that kindergarten training opens up to the little child. What the mother may do at

home will be helpful, but what the kindergarten does every day for three hours will be far more so. In kindergarten the child is a member of a social group and learns the valuable lesson of consideration of others and the spirit of team work.

May I say to mothers who are not within reach of a public kindergarten that your best course is to agitate and cooperate to have one if it is a possible thing.

If that can not be done and some kindergarten materials can be purchased, a catalogue from Milton Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray Street, New York, will be helpful in selecting the list of materials desired.

However, the spirit is more important than the material. "Come, let us live with our children," says Froebel, and "Come and play with us," say the children themselves.

Look back in memory to your own childhood. What are your dearest recollections of your mother? Her unceasing care for your food, clothes, teeth, eyes, health? Or is it not rather that happy day you took your lunch, mother and the rest, and went for an unexpected picnic? Did the shopping trips, the church going, the calling, the occasional matinee, leave the deepest impress, or the quiet hour when mother was alone with you and read or told you stories?

Dear mothers, cumbered like Martha, with many cares, can you not see that the practical and necessary services which you render your child minister to the physical, which passes, but the hours of play and mental effort which you share and encourage and the ideals you set up for emulation, these are the meat of the spirit of your child, which nourish the very essence of his life, developing in him that intangible something we call personality, and forming his contribution to the race.

#### Article XII.

##### ENTER INTO THE PLAY SPIRIT OF YOUR BOYS AND GIRLS.

By Mrs. LENORE R. RANUS.

The play instinct is inborn in all children the world over; it is nature's own method for developing the senses, the muscles, and all bodily growth. Play is even more than this: It is the outlet of expression of the child's inner life. Many faults as well as virtues may be discovered while watching children at play. Perhaps a mother will find that her child is selfish or rude, and it is easy to discover a generous disposition and a good temper in the course of a play hour.

Games are the expression of the play spirit, and toys are the instruments necessary for the expression of this activity of child life. As a farmer needs garden tools to do his work, so a child needs toys for

his play, or work, which play really is to him. And if toys are not provided ready made, he will invent them in order to be able to express his play spirit.

All play depends upon the physical condition of the child. A normal, healthy child plays all the time, is easily interested in his toys, and as he grows older invents games with them. If a child plays but little, can not easily be interested in his toys, will not play alone, and is cross, look first to his physical condition, then begin a course of training, or directed play. Start a suggestion, "Why not build a high steeple?" or "Make mother a train of cars with your blocks." Often, especially in the case of an only child, if mother can enter into the play spirit and play hide and seek, or march and sing, or even build with the blocks, it is such a treat and often a real help in promoting a readiness to play alone when mother must go back to her work.

Almost every child wants to help mother sweep, dust, make beds, wipe the silver, or run errands. Make play out of the work and yet let the little one feel he is really doing something. With tiny babies, too little even to walk, a mother can make play out of work. Have the high chair or the bassinette or carriage in the room where you are working and keep baby busy with toys. For instance, if you are working in the kitchen, let the baby have a big spoon, clothespins, tin covers, or anything new and safe, but always keep these things for the kitchen. If he is allowed to have them all the time they soon lose their interest and he becomes restless and unhappy.

A sense of newness even with old toys makes them desirable to a child. Children need change and variety because their power of concentration is not fully developed. This is the plan I use with success with my own little girl. Her box of dominoes, her nest of blocks, and her box of building blocks (composed of 16 cubes), I keep on a shelf in a closet out of sight. I also keep some picture books and toys out of sight. Then when the time comes, as it does so many times a day, when little girl says, "What I do now, muvver!" I go to the closet for a surprise. If I give her the blocks it is always with a suggestion for making something with them. She now comes to me and asks for "a s'prise, muvver." When she tires of the blocks I have her pick them all up, ready to put away, before she can have another "surprise." Sometimes, days at a time, she does not ask for a surprise, and then when I do bring out the dominoes, for instance, she is as delighted as if they were brand new. Her dolls I separate in groups. If she has four I put away two, and at the end of a week I bring out these two and put away the two she has been playing with. If you follow this plan with all toys, grouping them and keeping one set put away, you will always keep the little ones interested and happy.

## Article XIII.

## IT IS EASY TO TEACH THROUGH PLAY.

By MRS. LENOEE R. RANUS.

Everyone knows that a normal child has an active mind, but many parents do nothing to strengthen or train this vital part of their child's life leaving all mental development to the teachers in the schools. Those parents are indeed fortunate who have kindergartens in their town or city, for the kindergarten gives systematic mental training to children as early as the fourth year.

The easiest way to teach a child to think is through play. The mother can begin to sing Mother Goose rhymes to the mere infant in arms. As the child grows he recognizes the words and often the tunes. Later, he will ask for his favorite songs or rhymes and then begin to sing or recite himself. Up to this point the mother has accomplished three things—strengthened the memory, cultivated an ear for music, and the ability to carry a simple tune, and enlarged the child's vocabulary.

Be sure to use only the best grammar when talking to a child. Baby talk is funny for the grown-ups for a while, but the difficulty the child faces in overcoming this is tremendous.

As the child grows older a story hour should become a part of each day. This is really a lesson in language. The mother should begin with the finger plays when the child is 8 or 9 months old, such as "This is the church and this is the steeple," "Pat-a-cake," and the counting lesson, "The thumb is one; the pointer, two; the middle finger three; ring finger, four; little finger five, and that is all you see." "What the child imitates he begins to understand." That is the great purpose of the finger plays.

As the child grows other stories can be added to the story hour. A normal child, from about 2 years of age on, loves the stories of "The Three Bears," "The Three Pigs," "Little Half Chick," "Little Red Hen," and other similar simple tales, a list of which will be found at the conclusion of this article.

In telling stories to children, especially to very young children, avoid the element of fear. Children love best the stories they have heard before. A good rule is to let the child choose his own story. Mother can introduce a new story when she deems best. Another good plan is to have the child tell mother a story sometimes, as this will aid self-expression and be a lesson in language.

To teach counting make use of the play spirit again. In bouncing a ball, repeat the old-time jingle, "One, two, buckle my shoe." You will be surprised at how quickly the little ones will begin to count. Again, in building blocks, make a game of counting by saying,

"Give mother one block," then "Give mother one, two, three blocks," etc. It is unwise to teach a child under 3 numbers higher than 10. They are well started if they are able to count as high as this correctly.

To develop the power of concentration, without which no human being can be successful in life, there must be a certain amount of directed play each day. Children are given this in kindergarten, and the mother can also give it to them in the home. When mother sews, the opportunity to direct play is at once afforded by having the child sit close by and sew a piece of loose-woven cloth, such as canvas or scrim. A big, blunt-pointed needle should be chosen for the purpose and tied securely to a heavy thread. When the child shows evidences of fatigue the work should be laid aside for another day.

Large, colored, wooden, kindergarten cubes and spheres, 1 inch in size, with a hole through the center to string on shoelaces, are also fine for a lesson in concentration. This occupation should be permitted only when mother is close by to watch and help.

For a child of 3 or older kindergarten sewing cards which are perforated and to be worked in colored worsteds, are interesting and instructive. An economical way to procure such cards is for the father or mother to cut squares or oblongs out of cardboard, lightly trace an apple, ball, or some other object on one of the pieces and then perforate the outlines every half inch, making the holes as large as the head of a pin. These outlines can then be sewed by the child in bright colors, working up and down in the holes. Be sure the outlines of the objects to be sewed are large, as small objects are too trying for young hands and eyes.

#### BOOKS TO HELP MOTHER IN TELLING STORIES.

- For the Children's Hour—*Carolyn Bailey*.
- How to Tell Stories to Children—*Sarah Cone Bryant*.
- Stories to Tell to Children—*Sarah Cone Bryant*.
- Children's Book—*H. E. Scudder*.
- Half a Hundred Hero Tales—*Francis Storr*.
- Mother Stories—*Maud Lindsay*.
- More Mother Stories—*Maud Lindsay*.
- Kindergarten Story Book—*Jane L. Hoxie*.
- Firelight Stories—*Carolyn Bailey*.
- The Children's Reading—*Frances J. Olcott*.
- Three-Minute Stories—*Laura E. Richards*.
- Story Telling in School and Home.—*E. N. and G. E. Partridge*.
- Tales of Laughter—*Kate Douglas Wiggin and Nora Archbold Smith*.
- The Talking Beasts—*Wiggin & Smith*.
- The Story Hour—*Wiggin & Smith*.
- Wonder Book—*Hawthorne*.
- Tanglewood Tales—*Hawthorne*.

Just So Stories—*Kipling*.  
 Jungle Book—*Kipling*.  
 Nights With Uncle Remus—*Joel Chandler Harris*.  
 In Story-Land—*Elizabeth Harrison*.  
 A Little Book of Profitable Tales—*Eugene Field*.  
 Fairy Tales—*Grimm, Andersen*.  
 Æsop's Fables.  
 Peter Rabbit Stories—*Beatrix Potter*.  
 Index to Short Stories—*Salisbury & Beckwith*.  
 Myths That Every Child Should Know—*Hamilton Wright Mabie*.  
 In the Child's World—*Emilie Pousson*.

## POEMS AND SONGS.

A Child's Garden of Verses—*Robert Louis Stevenson*.  
 The Posie Ring—*Wiggin & Smith*.  
 Small Songs for Small Singers—*Neidlinger*.  
 Mother Goose Set to Music—*J. W. Elliott*.  
 Finger Plays—*Emilie Pousson*.

## Article XIV.

## SOCIAL INTERCOURSE BRINGS VALUABLE LESSONS.

By MRS. LENORE R. RANUS.

Allow your child to have company and playmates as often as you can; when possible, have playmates near his own age. Naturally out of this social intercourse will spring valuable lessons in courtesy, generosity, and patience. Always be fair in settling disputes among children. Do not favor your own child's story entirely, for though he may never have told an untruth, there is always the possibility of a sliding from grace. Sometimes it is very difficult to get a correct account from excited children. If the quarrel is over a doll or a train of cars and you can not discover who is in the right, take away the toy, remarking quietly that if they can't play nicely with it they will have to do without it.

I do not think that there is a better opportunity than in play to teach lessons in honesty; play is so vital a part of child life and the child takes his play so seriously. In teaching a child to be honest in word and action the parents must first be honest in all their dealings with the child. Never make a promise that you can not keep or that you do not intend to keep. For the same reason never threaten, "Son, if you do that again, I'll spank you," for if he does it again you will have to spank him or in a short time he will come to laugh at your authority.

Do no confuse the workings of an imaginative brain as evidence of untruthfulness, but enter into the spirit of the "make-believe." In the case of the little tot who says, "Muvver, I went out in the

garden and I saw some Indians," enter into the spirit of the play and say, "Just make-believe Indians, dear, you mean?"

My little 2-year-old daughter quite startled me one day by insisting she saw lions and tigers and great, big elephants out in the yard. She was kneeling on a chair looking out, so I came at once to the window, not expecting to see a zoo in the yard but wondering what there was to make her imagine such things. There was nothing at all in sight but grass and flowers, so after thinking it over for a second I said in reply, "Oh, yes; I see some monkeys, too—just make-believe, like yours." She looked up at me and laughed delightedly, and at once we were entered upon a new game.

Cheerful obedience is another lesson to be learned from play. A child should not cry or fuss when mother says, "Time to put up your toys," or "Come to me, dear, I want to dress you." The average parents demand obedience, but usually exercise their authority only at such times as disobedience means inconvenience to the parents themselves. It is the teaching of constant obedience which requires the greatest patience and tact in all child training. You can not let your vigilance flag for one moment, nor can you allow an offense to pass unnoticed.

This brings up the question of punishments. I have said that children are naturally sociable. An effective form of punishment for most offenses, therefore, is isolation from the rest of the family and no reinstatement to favor until pardon has been asked and given. Make your punishment fit the offense. Children are so active that to make them sit still on a chair alone is a sufficient punishment for rudeness, whining, and the like. The child who persists in touching things which are not his to touch can be punished by having his hands tied behind his back. I used this form of punishment or "cure" successfully in breaking the nail-biting habit also.

#### Article XV.

##### GIVE CHILDREN TOYS WHICH ANSWER THEIR NEEDS.

By MRS. LENORE R. RANUS.

Most children have too many toys; consequently they are not stirred to make toys for themselves, and their powers of invention are retarded. There are two classes of toys—useful and useless. Those are useful which answer the needs of child life. A ball is a most useful toy because it is about the first a child can play with. All mothers know how a babe, as soon as it is old enough to use its hands, loves a soft, bright-colored ball. From infancy practically through the whole of life the ball plays an active part. Tennis, golf, baseball, football—all sports of later life center around a ball.

Soon comes the building stage, with blocks. A 10-cent box of dominoes is excellent material for building and for making tables, chairs, beds and soldiers in a row.

Then comes the imitative stage of toys. Every child, boy or girl, wants to do as father or mother does. A 10-cent sweeper and a 10-cent broom are always a joy to a child's heart and enable the little one to actually help mother.

The doll also plays an important part in children's lives, for it answers the instinctive for nurture, which is inborn in children. Good serviceable dolls, not too many at once, are most useful. Children also need sets of dishes with which to learn to set a table and to pretend to cook, and which they can wash and dry, again imitating mother. Imitating father, children can play with toys of construction, such as sets of stone blocks and trains, automobiles, and other tools of man's world.

Toys are useless which are easily broken, such as expensive mechanical toys. These are generally more interesting to grown-ups than to children. Huge hobby horses, large dolls, and too many toys are useless also. Every little girl longs for a big doll, which is right and good; but for babies of two years or younger such toys are not only useless but lead to the bored child, which of all things is the most pitiable—a child to whom nothing is new, nothing interesting!

Through play the child should be taught the care of toys. A child who is taught to pick up its toys and put them away in their proper places becomes neat and orderly. Often children are careless with their toys, and unless carefulness is instilled in them they become wantonly destructive and have no respect for the property of others. If a little boy has a stuffed dog that barks, and he is found investigating the reason for the barking, he is not destructive so much as he is curious, and it must be remembered that through investigation the great discoveries of the world have been made. A child with a mechanical mind will often take his toys apart, "to see how they are made." But curiosity is strong in all children; therefore, before punishing a child for destroying a toy, be sure that he has been guilty of something more than pure thoughtlessness or curiosity.

Happy and contented—these are the two words which describe the condition of children in the kindergarten and should describe the condition in the home, too. You can accomplish so much more through love than you can through force. The busy mother in the home can have just as happy children as the kindergartner has, but she must devote a part of every day to them conscientiously.

Be reasonable with a child and he will be reasonable also. Remember that the desired results from child training depend first upon the physical condition of the child and secondly upon the time, thought, and intelligent care which you give to them.

A dear old lady said to me once, after I had remarked with discouragement that all I seemed to accomplish in a day was to care for my baby's needs, "My dear, you are doing a woman's greatest work right now, the training of your child's mind and morals. The time spent may show no immediate results, but you are laying the foundation for a character that will stand as a monument to your work and wisdom in years to come."

#### Article XVI.

##### THE HOME MUST LAY THE FOUNDATIONS OF CHARACTER.

By MRS. JOHN HENRY HAMMOND.

The other day I was reciting to my little 5-year-old son the old nursery rhyme:

"Here am I, little Jumping Joan,  
When nobody's with me, I'm always alone."

"What does that mean?" asked the child.

"Why, when nobody's with you, aren't you always alone?" I questioned.

"No," he replied, "because God is always with me."

How shall we measure the significance of this early realization of our Father's presence everywhere? For with the knowledge that God is present to help at all times, our children lose the sense of fear—and there is no greater lesson that we can impart to them. From earliest infancy we can begin to awaken in our children the sense of the all-presence of God.

Froebel, in his "Mother Play," a series of songs and games which he devised as illustrative of how a mother should play with her children, always seeks to make her look from the things which are seen and temporal to the things which are unseen and eternal; the father is to manifest so much patience and love toward his little ones as to make the transition of idea from the earthly to the heavenly Father simple and natural. The child is to be trained to look upon himself as a necessary and responsible part of a great whole, and to be taught that the whole can only be as strong as the weakest link. This is the basic thought of all true community consciousness. And from his earliest infancy he is to be taught to show gratitude to all who aid in ministering to his needs.

In these days, when so much is written about sense testimony, and so much is done to meet the physical and mental needs of our children both in the home and at school, there is a tendency to forget the teachings of Froebel and to give our children only a partial education, an education which stops short of their spiritual needs.

A momentous question, and one which all parents must answer individually, is "Do we want our children to be merely healthy little animals with a certain amount of superficial learning, or do we wish to develop their deeper natures so that one day they may be able to take their place in the world and, through their spiritual insight into things, become powers for good in the community?" for parents can not turn over their own responsibilities to the teachers and expect them to lay the foundations of character. The home is the place where this must be done, and it is for us to prove to our children that it is only as we are good ourselves that we help those around us. Then, imitation being one of the earliest and strongest instincts of childhood, our little ones, taking knowledge of us, begin practicing in their own lives what they see in ours; and, living in an atmosphere of love and harmony, they come early to understand that love is the greatest power in the world.

#### Article XVII.

##### SHARING THE CHILDREN'S WORK AND PLEASURE.

By MRS. PRINCESS B. TROWBRIDGE.

"Come let us live with our children." What more fitting advice to mothers than this old motto of Froebel's? To live with our children not only makes for their best development, but also develops the best motherhood in us. There would be more happy mothers if all could know the joy and satisfaction there is in living with the children, in sharing their work and pleasure and letting them share ours.

Let the child be with you while you work; let him help you even if he does "hinder" a little. Let him take walks with you. Tell him about the birds, squirrels, rabbits, trees, flowers, and all you see. Encourage him to see even things that you do not see; or, if he is not inclined to observe readily, call his attention to the objects of nature, and gradually explain their life to him. He will soon begin to ask questions. Answer every sensible question truthfully. I want to emphasize this point. I have made it a rule to give information when it is asked for, and almost at no other time, at least not until the child shows by some word or act that he is ready for it. The best way to teach a child is to give him truthful answers to his questions. Someone has said, "It makes a vast difference whether the soul of the child is regarded as a piece of blank paper to be written upon, or as a living power to be quickened by sympathy, to be educated by truth."

\* I remember when my oldest child was about 2 years old that, in watching the sunset he said, "Mother, where does the sun go when it sets?" I explained to him as well as I could, and then, taking an

apple to represent the earth, showed him how the little Chinese children had sunlight when it was dark on our side of the earth. Whenever he talked about it afterwards he always said, "After dark the sun is down with the little Chinese children." One day, about three years later, he came running home from kindergarten and exclaimed, "Oh, mother, now I know what you mean by the sun setting." Then he repeated for me the little song, "Good Morning, Merry Sunshine":

Good morning, Merry Sunshine,  
How did you wake so soon?  
You've scared the little stars away,  
And driven away the moon.  
  
I saw you go to sleep last night,  
Before I ceased my playing;  
How did you get 'way over there,  
And where have you been staying?  
  
I never go to sleep, dear child,  
I just go round to see  
My little children of the East,  
Who rise and watch for me.  
  
I waken all the birds and bees  
And flowers on my way,  
And last of all the little child,  
Who stayed out late to play.

—Eleanor Smith.

Another time my boy asked the question, "How are the mountains made?" To explain to him I took two apples, setting one in the window and letting it shrivel up, and baking the other at the first suitable opportunity. In showing the baked apple to the children I pointed out that heat had made it burst out of the skin and that in just this way the earth, which was hot at the center, erupted into mountains. With the other apple I showed how the drying of the skin had made ridges, like those on the crust of the earth. Some months later the boy went to visit his uncle, who is a geologist, and when the conversation turned upon mountains, he remembered all I had said, was interested, and talked most intelligently on this subject.

On our walks through the woods I do not say, "There is a beautiful tree," but rather, "There is an oak or an elm tree." When they were 4 and 5 years old my children knew all the trees in our suburb, not only by their leaves, but by their bark. In the same way they have learned about the flowers. Even the baby knows a "robber" (robin). Treat children as intelligent beings, not as playthings or little animals.

In simple little ways that will occur to every mother we can explain the facts of life to our children. My family is fortunate in living in a semirural district, and we have a cow; the question soon arose, "Where did the baby calf come from?" We told the children truth-

fully as much as was necessary for them to know at that time. Later we shall tell them more.

A little training in child culture would be most helpful to any mother. My training as a kindergartner has made my work with the children much easier, more pleasant, and, of course, more intelligent. I would advise women with children to attend all the mothers' classes and parents' clubs they can and to read as many good books on child culture as possible. But these things are not absolutely necessary to the making of a good mother. She needs first to have an open mind; a full heart, and a love for her child which plans for its healthful and symmetrical growth, physically, mentally, and spiritually.

One of the most helpful books I have found on the management and understanding of the child is Miss Elizabeth Harrison's "A Study of Child Nature."

Other good books are: "Poems Children Love," by Coussens (Dodge Publishing Co., New York, \$1.25); "Mother Stories" and "More Mother Stories," by Maud Lindsay (Milton Bradley Co., Springfield, Mass., \$1 each); Emilie Poulsson's "Finger Plays" (Lothrop Lee & Shepard Co., Boston, \$1.25), and books illustrated by Leslie Brooke. Some of these are: "The Tailor and the Crow," \$1; "The Truth About Old King Cole," by G. F. Hill, \$1; "Johnny Crow's Garden," \$1; "Johnny Crow's Party," \$1; "The Golden Goose Book," \$2; "The Nursery Rhyme Picture Book," \$1. These are all published by F. Warne & Co., New York.

If the mother can play or sing, I suggest that she purchase a few good song books. These will afford both the children and herself much pleasure and profit. Songs not only increase the musical sense, but also enlarge the child's vocabulary and imagination, and develop community feeling. Emilie Poulsson's book, "Songs of a Little Child's Day," with music by Eleanor Smith (Milton Bradley Co., \$1.50), is good for children 4 years old and over. The children would also like "Children's Singing Games, Old and New," by Mari Hofer (A. Flanagan Co., 50 cents).

#### Article XVIII.

##### SIMPLE PLAYTHINGS MAY BE UTILIZED.

By MRS. PRINCESS B. TROWBRIDGE.

A worsted ball, if kept clean, makes an excellent plaything for a little baby. If it is suspended from his carriage or crib it will help him to learn to focus his eyes, and he will be amused by it for a long time. When the child is a little older, let him sit on a quilt on the floor and play with several balls in the six colors—red, orange, yellow,

green, blue, and violet. Each ball should have a worsted string of the same color attached to it. When the child is a little older still, play simple little games with him, such as rock-a-bye baby, pendulum of a clock, swinging the ball back and forth and up and down, and in other ways that will occur to every mother. Unconsciously the child will acquire a sense of form, color, motion, and position by such games. Say to him, "See the pretty round ball," "See the pretty red paper," and the child will delight to find and bring to you other things that are round like a ball and red like the paper. A set of worsted balls in the six colors can be obtained from kindergarten supply houses, Milton Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray Street, New York.

Long, slim clothespins make excellent playthings for babies. They can be used as babies or soldiers, or to make fences, trees, log houses, and many other interesting things. Playthings that can be taken apart and put together again are good to have; also blocks with which the child can build all kinds of objects—engines that he can push along the floor, balls to bounce and throw, doll carriages, washing sets, etc. Dolls with clothes that button, and unbutton and come off may be used to teach the children how to dress and undress themselves.

For older children kindergarten beads are very useful and helpful. They are in the form of half-inch wooden balls, cubes, and cylinders, in the six colors, and also in the natural unstained wood. A shoelace or bodkin and cord is used for stringing them. I would suggest, to begin with, that the child string balls only, and all in one color. After he has made a long string of these ask if he would like to use two colors. He will probably string them in irregular order at first, and if so it will be necessary to suggest alternating the colors, putting on two of one color and one of another, and so on. In this way he will soon learn all the colors and numbers, perhaps, up to six or eight and will know one form.

What else is there with which little children's hands can be kept occupied? First of all, sand. Just turn the children loose in a pile or box of sand with a spoon, a pail, a cup, or anything with which they can dig or shovel. I personally do not like to have sand in the house, but if you have a suitable place for it it need not make any trouble. An old kitchen table turned upside down with the legs cut short and put on the other side makes a good table for sand. A piece of burlap or denim placed under the table keeps the sands from being scattered over the house. Children can early be taught not to scatter it.

With clay a simple little cradle may be made. The child first rolls a piece into a ball, cuts it in half, with a string. One of these halves forms the lower part of the cradle. The other he cuts in two,

using one piece for the top and remodeling the other into a ball for baby.

Birds' nests with eggs can be made with clay; also apples, oranges, cups and saucers, and even animals may be attempted. In fact, clay has almost endless possibilities as play material. Plasticine is the best kind of clay to use, as it is easily handled and is always ready. For little children, before they are old enough to use scissors, tearing paper is an engaging occupation. Tear a piece of old newspaper into an oblong shape, it may be any size, about 2 by 4 inches we will say. By folding this in the middle it will make a little tent. Again, fold in thirds, turn both ends down for a table. The child can tear paper into trees, a ball, doll babies, and many other simple shapes.

When the child is old enough he can begin to use scissors, but be sure to provide a pair with blunt points that can not possibly hurt him. These will afford endless hours of amusement and profit. Have you found that "he cuts papers all over the floor"? Of course he does, but use this occasion to teach him neatness. Let him have his own little wastebasket, and he will delight in picking up the papers.

Let him cut pictures from old magazines and paste them into a book made from manila wrapping paper. To make the book, take any desired size of paper, fold several sheets in half, and sew them together along the crease. A pretty picture might be pasted on the front page, or the child could draw one on it. This will take many days' work, but all the time he will be learning many lessons in patience, concentration, neatness, and accuracy, and will be developing artistic talent if he is apt at drawing. Best of all, he will be gaining power to do things. If, in his cutting, he comes to a picture that has a story, tell it to him. Do not criticize his work, as this may discourage him, but see to it that he does the best he can.

Let the child draw with colored crayons or "crayolas." You will be surprised at how soon and how well, under proper guidance, he will be able to use this means of expressing himself.

#### Article XIX.

##### HELPFUL PLAYS CAN BE CARRIED ON WHILE MOTHER IS BUSY.

By Mrs. PRINCESS B. TROWBRIDGE.

Often mothers say to me, "Don't all the things you do with your children take most of your time"? By no means. I am a mother of three, and do all my own work, except washing and ironing, and I have to do sewing without end. A busy mother will make suggestions which can be carried out while she is busy at her household

TRAINING LITTLE CHILDREN.

task. Stories may be told. For instance, baking will suggest the story of "The Gingerbread Man." This can be found in "Best Stories to Tell to Children," by Sara Cone Bryant. Paring an apple or a squash makes the opportunity to tell about the seeds hidden in their cradle, how in the winter they go to sleep, and so on. Make a whole story of it. A few days ago I told my 3-year-old baby this story and sang to her:

I know of a baby so small and so good,  
Who sleeps in a cradle as good babies should.  
Sleep, baby, sleep.  
I know of a mother so kind and so warm,  
Who covers this baby from all cold and harm.  
Sleep, baby, sleep.

Several days later we had another squash to prepare, and immediately she said, "Mother, sing about the baby." Later, on request, she told her older brother and sister the story of the seed babies.

It is well to make much of holiday celebrations. Have the children prepare little gifts for a birthday. Perhaps it may be only to draw a picture. On Valentine's Day we always make valentines. Use scrap pictures and paste them on colored cardboard. Or use paper doilies, cutting out the center and pasting on a piece of cardboard, with an appropriate picture underneath. This makes a pretty little valentine of paper lace. Cut out hearts of red cardboard or paper and string them together in graduated sizes, on red ribbon or twine.

At Christmas time even the 2-year-old can make something. A simple matchholder may be made as follows: Cut from cardboard a circle about 4 inches in diameter. Cut a slit one-third of the diameter at each end. Fold the lower half upward, turning the cut edges in and pasting them to the upper semicircle to form the holder.

To make a match scratcher cut a piece of sandpaper any desired shape and paste on cardboard. A Christmas picture or bell may be pasted at the top of the cardboard. Penny calendars can be used by the children in endless ways.

Mats for the dining table are also easily made. Cut a 6-inch circle of cardboard with a circular hole in the center and wind with raffia. Picture frames can be made in the same way, cutting the cardboard any shape desired. There are endless things children can make with water colors or crayons and cardboard, using colored paper and the Perry pictures. Perry pictures illustrating all sorts of interesting subjects can be bought for 1 cent each. A catalogue will be sent upon request by the Perry Picture Co., Malden, Mass.

Children never tire of making chains for decorating purposes out of colored paper. Take a strip of paper about 4 inches long and half an inch wide and make a ring by pasting one end over the other; slip another strip through this ring and paste ends together, and so on.

Our children make paper chains for one another as birthday presents. They always bring delight. White and colored chains can be used as Christmas tree adornments and give the added pleasure of letting the child feel he has helped make the tree beautiful.

Let me urge fathers as well as mothers to enter into the life and play of their children. For only when the father lends his aid in the process of child training can there be perfect unity. By working together mother and father can lead the children to understand the life about them. They can teach them to know and to love nature. They can direct the emotions, develop the intellect, and strengthen the will. And as a result the children will naturally come to feel and understand the divine love which lies only half concealed behind all things.

#### Article XX.

#### EDUCATIONAL MATERIAL CAN BE BOUGHT EASILY.

By DOROTHY CANFIELD FISHER.

In every the thriftiest and most economical family more money is spent foolishly on meaningless flimsy toys for children than parents realize. The familiar 5-cent bag of candy which many country children expect on a trip to town would buy a box of colored crayons, which would be a wellspring of joy and profit to them for days and days. The cheap 25-cent gaudily dressed doll, which goes to pieces after a day or so of vigorous play, costs as much as 5 pounds of potter's clay which would make innumerable toy dishes, and be the source of incalculable educational advancement. If the mother, away on a shopping trip, can resist the temptation to "take the children something" in the shape of a poorly constructed woolly lamb which loses its legs in the first half-hour's play; if she can persuade the visiting aunt to let her spend the money which was to have bought candy, very bad for little teeth; if she can head off the bachelor friend from bestowing a mechanical top which becomes uninteresting after the second day, she will soon have money enough to buy a treasure store of profitable educational playthings which will last through the children's early years.

Colored crayons cost 5 cents a box; for another nickel a good supply of wrapping paper can be bought from the grocer, which, cut into large, square sheets, furnishes the background for much "drawing" and coloring by artists of three and four years. They can be shown how to draw around a drinking glass or a small plate, to make circles; around a block to make a square; around a salt cellar to make an oblong, and they delight in coloring the designs thus formed. This is fine preparatory training for writing. These colored designs can

afterwards be cut out by the children with blunt-pointed scissors (which can be bought for 10 cents a pair) and this furnishes another exercise for the hand. The general opinion is that children under 5 are not able to use scissors, but there are many exceptions to this rule.

As the children grow older they like to change from colored crayons to water colors, a box of which can be bought for 10 cents. Such a box is, next to modeling clay, the most lasting satisfaction to children, and the uses to which it can be put are not to be counted. The spools which they have been playing with can be colored brightly and made into necklaces. All the designs they have made and colored with colored crayons can be colored with water color with fresh pleasure. Old magazines with large-size pictures can be colored, and the children, if a bit encouraged, are very apt to make large drawings on the big sheets of wrapping paper and color those. Paper dolls cut out of fashion magazines and colored by the children not only cost nothing, but give excellent practice to hand and eye. The mother should remember that any child who has had much practice in handling pencils and brushes has an immense advantage over others when he goes to school and begins to learn to read and write. After the child passes his fourth birthday his mother should take special pains to encourage him to use his fingers in drawing and coloring, although never in small designs, which might tire his eyes.

On the whole, perhaps the very best use that the country mother can make of money saved by economies on candy and flimsy toys is to buy herself a few good books which will give her valuable hints on her new profession of motherhood. She does not dream of trying to get along without a good cookbook; why should she think she can manage all the details of another new business without any instruction? Let her, as a matter of course, put on the kitchen shelf beside the cookbook one or two good mother books which she can take down and dip into at odd minutes as she waits for the water to boil or the oven to heat. One of these books will cost her but a 2-cent stamp, and if she reads it carefully will give her innumerable suggestions. This is the catalogue of any firm handling kindergarten material such as the Milton Bradley Co., Springfield, Mass., and E. Steiger & Co., 49 Murray Street, New York. Most of the country mothers know nothing of the material sold by such firms and will be surprised to find that valuable educational material is offered at prices which make it far cheaper than common toys, bought at the stores, and that she will need no training to make excellent use of much that is intended for class use. At the back of such a catalogue is a list of very inexpensive books for mothers which will give her suggestions for paper cutting, clay modeling, and drawing.

But the great, great beauty and value of country life for the child is too big a theme to do more than touch upon in so condensed a sketch. This is, of course, his closeness to nature and all sorts of natural processes which go on about him. But even here he needs his mother's help, for without it he must lose much time in misdirected effort. When he is so tiny that he can only look on, his mother, if she is wise, will see to it that he has a chance to look on; that he sees the horses watered, the cows milked, the chickens fed, the garden planted, the butter made, the washing done, and the hay cut. As fast as he can understand she will give him a simple explanation of all these vital events, and as soon as he is strong enough to take part in these activities she will use her ingenuity to devise ways for him to take a genuine part in the family life. Of course he will bother more than he helps at first, and nobody but his mother will have the patience to respect his bungling attempts to join the work done about him. But to her they will be inestimably precious and necessary for his development, and she will take the greatest pains not to discourage him. If, in addition to the hand-work mentioned above, the country mother will see that her children are not cheated out of their birthright of a share in the processes of country life she need have small fear for their health, happiness and moral development.

A few maxims to hang up over the kitchen sink and read over while the dishes are being washed:

1. Little children wish and need to be doing something with their bodies and hands every minute they are awake.
2. They need a frequent change of occupation.
3. If I provide them with interesting things to do, they will not have time to be fretful or to do naughty things.
4. When I see my children harmlessly occupied and using their hands or bodies, I may be sure that they are educating themselves, even if I can not understand the pleasure they take in their occupation.
5. When a child has a great desire to do something inconvenient, let me ask myself, "Why does he want to do it?" and try to understand and meet the real need which is apt to underly his unreasonable request.

Books which every mother should own:

"Mottoes and Commentaries of Froebel's Mother Play" and "Songs and Games of Froebel's Mother Play," translated by Susan E. Blow. Published by D. Appleton & Co., New York City; \$1.60 each.

"As the Twig is Bent," by Susan Chenery. Published by Houghton Mifflin Co., New York City; \$1.

"Fundamentals of Child Study," by E. A. Kirkpatrick. Published by Macmillan Co., New York City; \$1.25.

"In the Child's World," by Emilie Pousson. Published by Milton Bradley Co., Springfield, Mass.; \$2.

## Article XXI.

## ISOLATION IS AN EFFECTIVE PUNISHMENT.

By MRS. LAURA WILLARD LAWRENCE

If you should ask any kindergartner what punishment she relies on in all cases needing instant attention she would probably answer, isolating a child from the group and excluding him from all work or play for a short time. Usually putting John to one side where he can see what he is missing will be sufficient, and the question, after a few minutes, as to whether he is now ready to join the class again will meet with a ready acquiescence.

Does this plan work as well in the home as in kindergarten? It certainly does, but it must be differently managed. Since there is not so much definite work or play going on in the home as in kindergarten, exclusion has to be more complete to be noticed by the child. That is to say, something more will be necessary than simply having him draw his chair to one side of the room. It must be, "Go away by yourself, John, until you are ready to be a pleasant companion again." Banishment must be complete even to closing the door. Of course, cries will ensue, sometimes screams, but they are caused by no physical pain, and the mental shock of being entirely alone and cut off from the family is generally all that is needed to stop naughtiness. After the tempest is over the mother should go to her little one and say, "We want you when you are yourself again, John. Can we have you back now?"

Many of the minor naughtinesses, such as whining, teasing, mimicking, shoving, snatching, and stamping, are easily managed in this simple way.

Just here let me say we mothers must be careful in our choice of words for wrong actions. Let us not call all of them bad, or even naughty. If a child is disagreeable or unkind when he is tired, we shouldn't tell him that he is bad. Save that worst word for real wrongs like slapping, sneaking, or deceiving, and the like. Then it will carry weight and mean something. Real wrongs must be met with severe punishments, such as depriving the child of some cherished possession.

Even a baby as young as a year old feels isolation. One of our little ones was forming a habit of throwing herself back in her high chair and screaming all during meal time because she didn't get things just as she wanted them. She was cured in less than a week by her father taking her, chair and all, to the kitchen the minute she began and leaving her there behind a closed door until she stopped. How long did she cry? At the most, two or three minutes, and less and less each time, until she gave up the habit entirely.

Care must be taken to go to the child as soon as the storm passes, or he will begin to cry again from a feeling of neglect. The isolation method of punishment takes time, but any kind of punishment takes time except the ever easy slap and shake, which do so little good and soon breed in a child the fear of physical violence.

By a little wise thinking and skillful management it is often possible to avoid punishments entirely. One method is to avoid the issue by diverting the attention. Another simple preventive is to explain actions and happenings to children, without any note of irritation in the voice. Even two and three year olds can grasp much more than most people suppose if it is only told them in language they can understand. Explain what is going to happen and why they should act in such and such a way; explain what did happen and why you asked them to act as you did. Help to trace an action and establish a connection between effect and cause.

Of course, explanation may be carried to excess. Sometimes instant and unquestioning obedience is necessary for safety. Positive commands will always be obeyed if the children know that as soon as possible explanations will follow. When a grown-up obeys blind orders he expects that the reason for them will be explained to him later. Why should not a child expect the same treatment? This method develops the intelligent side of a child's mind, and helps much in good citizenship later on.

#### Article XXII.

##### THE REAL MOTHER IS CAREFUL TO TRAIN HER CHILD'S CHARACTER.

By MISS HARRIET FRANCES CARPENTER.

A young mother recently related an occurrence which had repeated itself on several occasions in her home and which she had found most trying. She said: "My children go and get their clean stockings and tie knots in them in connection with a game they play, and often when I start to dress the children I can't find a single stocking that hasn't been tied tight several times. One hot summer afternoon I lost patience. 'Anne,' I exclaimed to the eldest, 'Why do you cause me such annoyance, day after day?' 'What are mothers for?' she asked, and I saw that she was right."

I gravely asked this thoughtless mother if it would not have been better for Anne to aid in the task of untangling the stockings, being led, by sharing the toil, to feel grateful for the many times her mother's patient hands had done it for her.

"Oh, she couldn't untie them," she answered with a shake of her head.

"Had she tried, and found it impossible, she might, of her own accord, have stopped knotting the stockings," I replied.

"But I wanted to take the children to pay a visit, and there wasn't time enough to let her try."

"Then oughtn't she to have forfeited the pleasure of going with you?"

She stared aghast; then, with a pitying look, burst out: "It's easy to see that you are not a mother. No mother could do that—her mother heart would not let her."

I was silent for a moment; then remembering that physical and spiritual motherhood are not necessarily embodied in the same person, explained without impatience the effect such indulgence would have on the child, and pointed out that the most loving mother takes as great pains to train her children's characters as to provide for their bodily wants, and that the greatest love is that which is most far-seeing. But to the end the mother stoutly held to her conception of the "mother-heart."

A scene observed at a later hour in the day revealed this mother, regardless of her "mother heart," in a fit of ill temper administering a violent shaking to the said Anne.

"Nora," complained a mother to her sister, "your namesake spoils all of our rides in the new car. She just will go and then she wants to come home immediately, and kicks and screams all the way. Sometimes we set her out on the road, and ride on, but she knows that we will have to come back, so that doesn't do any good. You're a kindergartner, Nora; you must break her of it."

"Leave her at home until she shows that she understands that she should not spoil the enjoyment of others," advised the aunt. But this the mother flatly refused to do, and the miserable rides continued.

Some time later the mother went on a visit and the aunt was left in charge of her refractory niece. I saw her riding in the automobile several times without the offender. Then one day the small figure sat in its usual place, and in the aunt's arms was the two-year-old brother. They called at the door. "Are you having a pleasant outing?" I asked little Nora. "Yes," she beamed. "I used to spoil our rides; now I'm showing little brother how to make everybody have a good time."

"We had to go without Nora for a few days," remarked the aunt quietly, "but now she is trying to think of others as well as of herself."

In this case the aunt was more truly the mother than the child's own parent. For she understood that mother love should be something more than the gratification of a passion, and this insight gave

her the courage to face the child's passing disappointment for the benefit of her future welfare.

What seems of slight importance at the moment assumes a quite different aspect when considered in the light of its future results.

#### Article XXIII.

##### THE CAREFUL MOTHER PONDERS THE EFFECTS OF HER CHILD'S ACTIONS.

By MISS HARRIET FRANCES CARPENTER.

It was suggested to a charming mother that the companionship of other children would help to prevent selfishness in her only son. "Oh," she said, "I won't allow him to become selfish; that I will prevent above everything else!" A few days later this boy was asked to give up the front seat in the automobile to a little cousin who was visiting him. With a look of sullen determination he refused. Tears filled the eyes of the other little fellow, who stood waiting in the road, but when the mother started the car, as if to leave him, he jumped in, glad to take the back seat rather than have no ride at all. This was good training for him, but what of the first boy, sitting in selfish enjoyment of the prized place? His mother's naturally kind heart caused her to question what she had done.

"I must see that he takes the back seat sometimes," she said under her breath, with a serious look. But the time to give him power over himself was then. She had let the opportunity pass, and with each postponement the struggle for unselfish surrender would become more difficult.

"I want my child to love me," protested a father, refusing to check wrongdoing in his son. And later, when the test of love came the child failed because of a weak, selfish will.

A mother, feeling the necessity of teaching her child to take care of his toys, was very severe when she found that a playmate had broken some of them. "You should not have allowed him to play with your toys," she said reprovingly, not realizing that she was missing a splendid opportunity to encourage the love that forgives freely, and could have emphasized care of toys at some other time.

Could such an attitude be adhered to without marring a child's character? If it had been the other child's mother who had acted in such a manner would she not have been considered unkind? And if a great many mothers were like that would it be well for the social whole?

These and many other questions a mother must ponder. Some things children do she must forbid altogether, as unproductive of

good; other activities she will permit because of their value as steps in growth, even though they annoy her! Yet she should not permit them simply because the child likes to do them. "Because little boys like to act like monkeys is no reason that they should act like monkeys; monkeys are only beasts; they are boys," remarked Kingsley.

The wise mother carefully eliminates the coarse and debasing in pictures, choosing to set before her child ideals commensurate with the serious matter of living. An unwise mother gave her children a book illustrated with grotesque caricatures of a little colored boy. She also told them the story which was offensive to good taste.

"They like it," was her comment. "I wouldn't be without it for anything! Whenever they misbehave I can always control them with this book."

"I control my children with pictures of chivalry," said another mother. "They like them better than anything else; and no matter how restless they may be they soon become manageable, 'trying to be knights.'"

It has been pointed out by Froebel in his Mother Play Book that children grow along lines that are made attractive to them. The first mother was encouraging buffoonery and ridicule; the second self-control and thoughtfulness for others. The first had failed to rise, as did the second, to spiritual motherhood; for the device of the moment satisfied her, simply because it was an easy form of entertainment. What we imitate we learn to like is an axiom in the kindergarten. This is why Froebel's suggestion of mother plays is so valuable and why kindergartners study so seriously the play of children, and also why playground leaders are being introduced into our best schools.

#### Article XXIV.

##### THE INFLUENCE AND INSPIRATION OF SPIRITUAL MOTHERHOOD.

By Miss HARRIET FRANCES CARPENTER.

Woman's power to nurture the good has been a theme for the poets of all times. Dante saw Beatrice but once, yet it was she who sent him on his way singing the greatest song of Christendom—the anthem of redemption from pride and selfishness. Wagner's Brunnehilde suffered her goddess nature to give place to the lowly limitations of human weakness that she might save the heroic Walsungs. Goethe's phrase, "the eternally womanly, leading men upward and on" is familiar to all.

Froebel also not only pointed out the spiritual nature of womanhood, but upon it he built his world of hope for the advancement

of humanity. In the nurture-power of woman he sees the means of solving the moral problems of the race; of strengthening its spiritual life. It is his aim to lift motherhood to its highest plane, to see that, chance plays a comparatively small part in the educative processes of humanity—that certainty encompasses the life of the children. He sounds the call to women for a higher unselfishness, courage, and insight. Because of their universal love for things weak and helpless he claims that all women are called into the fostering care of children, whether their own or others.

"I wish I belonged somewhere," pouted the hotel-bred child of wealth and luxury, yearning for a real home and a real mother. To cure his ennui his physical mother sent him to a kindergarten around the corner. "I'd like to stay here," he said to the kindergartner one day at parting, "all the time—eat and sleep—all day and all night—I wish you were my mother!" he finished in a climax of aspiration. He evidently felt the lack of real mothering in his own mother.

No child, however, rich or poor, should be deprived of the spiritual influence of real motherhood, by means of which alone his powers may be developed and without which lives have often been blighted.

What fitter task could Froebel realize for women than for her to follow the path which she has more or less instinctively chosen throughout the ages? Yet it is with some fear and much instruction that he urges her on her way. Not lightly does he send her forth, but weighted with the greatest burden of responsibility that woman has ever borne. Why not trust her to do her work uninstructed, unconscious of the part she is playing? Her sympathy is undoubtedly great and spontaneous. But sympathy is not enough to insure wise discipline of the unruly tendencies of the human child. Misguided, sympathy fosters dependence and encourages weakness and self-indulgence. Untrained, it deals but vaguely with the practical problems of life. Moreover, even in woman sympathy is often undeveloped. "Did your father whip you, as I wrote him?" asked a cross-looking teacher of a small, cringing Italian in the second year of public school. The same child came under observation in a fourth-year class some time later. He was listening with rapt attention to the immortal story of the "King's Children," told by a normal school practice student. The comment, "How alive Pedro is to the story," brought out the irritable response from the teacher in charge: "Oh, yes, he'll listen to stories, because he likes them, but he's a bad boy." Feeling that there must be something worth finding behind a face lit with enthusiasm for a tale so noble, the observer visited the home (so called) of the unfortunate Pedro; a drunken father and mother, a girl of 12 earning the living, the boy hungry for food and comradeship—it was all comprehensible in a moment. Pedro was transferred to an instructor possessing insight and

spiritual power. Like a dog he followed her everywhere, until she transformed his love into acts of service, and he became the most useful member of the class.

Even when the intentions are of the best many are the pitfalls that surround the unenlightened experimentalist. "I have to whip him," a father gravely asserted of his sensitive, highly imaginative boy, "because then he stops doing the thing. He does something else, though," he added lamely, feeling, but not understanding, that he was not reaching the cause, but only the particular act. Had the child been less strong and buoyant in temperament he might, no doubt, have crushed him into submission; as it was, he only confused him, whereas firm but sympathetic comradeship might have cleared his path and helped him on to the higher manhood of which he was capable.

#### Article XXV.

##### THE CHILD NEEDS CARE, NURTURE, AND LOVE.

By MRS. BERTHA GOODKIND.

Many parents fail to realize that the child born to them is not a personal possession, is not a thing to mold according to their own desires, their own ambitions, or their own social aspirations. From the very start we must rid ourselves of this sense of ownership and begin from the cradle days to look upon the child as an individual being, whose sacred right it is to unfold his own self with the help, care, nurture, and love which are due him.

What definite means can the home adopt for the best development of the child in the first six years of his life? First, with regard to the things which surround him—furniture, pictures, books, toys, clothes, and ornaments. In how far may these lend themselves to his development?

In the room in which the child spends most of his time indoors, the furniture ought to be plain enough so that he can do no great harm in playing freely about. A small, substantial kindergarten chair and table to work on are almost indispensable in the child's room. Kindergarten materials can be obtained from Milton Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray Street, New York. Both companies send free catalogues upon request. A good blackboard should be hung securely on the wall, care being taken that it hangs low enough for the child to use easily, for from the hour he can toddle he will delight in chalk markings, and these even then will have value because of the muscular development afforded the arm and hand.

The pictures on the wall in the child's room ought to be distinctly for him, and hung low enough so that he may take them down and handle them whenever he chooses. Every child likes color and delights in the "story picture," the picture which has a story connected with it. Pictures of animals, of family life, of other children's activities, of the simple trade-world such as sustain family life, are excellent for the nursery.

The child may be taught to discriminate between his own things and those belonging to others by being allowed to visit the family living room where mother's and father's books and their pictures and furniture are used with caution and care. This will also lead him gradually into an appreciation of the adult's standard of art in pictures, music, and literature.

The value of good music in the home can not be overestimated. Fortunate the child whose ear is accustomed from the cradle to beautiful sound and melody. And yet even more fortunate the child who is accustomed to hearing the singing voices of those about him. Children love to hear songs, children's songs, big people's songs, and folk songs. They love to hear the songs of long ago when mother was a child, and the lullaby grandmother sang. The child loves especially a bedtime song, sung beside his crib before the final "good night."

As to books, there are the standard ones, the Mother Goose Nursery Rhymes, the simple animal story books, and the fairy tales in simple form. A helpful list of modern books, picture, and story books has been carefully reviewed and listed by the Federation for Child Study and may be had upon application to the secretary, Mrs. Thomas Seltzer, 219 West One hundredth Street, New York City, N. Y., for 30 cents. The Bureau of Education also has suitable lists of children's books.

Story-telling is a great art and the mothers or fathers who have this gift can give their children unbounded joy and fill them with fond memories of the story-hour that will never be forgotten.

As for moral influences in the home, it is the words the child hears us speak, the things he sees us do which will have the greatest effect on his attitude toward those about him, such as respectful care and tender affection toward the grandmother, the grandfather, the aunt, the uncle; our treatment of those in our employ, etc. Family festivals, such as birthday celebrations, Christmas Day, special excursions or picnics in which the whole family join, make glorious impressions on the child's mind.

The spirit of charity should permeate the home. The little child is too young to know how to help the less fortunate, but he will imbibe the home spirit and with his growing understanding he will adopt the ideals by which he is surrounded.

Above all other influences the most telling is that which the parents create by means of their relationship to each other. If peace reigns supreme and father and mother live as one, having a deep, true, and earnest affection for each other, facing together the joys and sorrows, and supplementing each other's strength at every turn, there is no greater legacy they can leave their children than the influence and memory of such a home.

### Article XXVI.

#### HOW THE CHILDREN KEEP A WEATHER CALENDAR.

By MRS. BEETHA LEWIS.

If nature study is to be begun for the first time, either in school or in the home, the easiest introduction is by the time-honored topic of the weather in conjunction with the day. A weather calendar naturally follows, the days being marked with appropriate colors and symbols, yellow for the sunshine, gray for cloudy, kite for windy, umbrella for rainy, etc. The calendar may be decorated to represent the main nature-study idea for the month, a snow scene for January, skating for February, etc.

Daddy has a newspaper every morning; why should not the children have one of their very own? Theirs can be a sheet of drawing paper hung beside the calendar, on which one of the children may draw a flower, etc. These drawings may not be works of art from the grown-up standpoint, but they aid the child to observe and to tell, as well as he is able, what he has seen. He should be shown where he can improve his work, but the original sketch should never be interfered with or criticized. A more accurate representation can be given in a separate lesson after the child has had a chance for further observation, but in no way connecting this with his first drawing on the calendar, lest he become discouraged or self-conscious and try to express something which he has not really seen.

To adopt a tree in springtime is another good plan. Have the children give the tree a name and so make of it a companion. Always include the family name of the tree. Frequent visits must be made to the tree because it can not come to the children. Notice how the buds are arranged on the branches, which of them grow most rapidly, and what they turn into, leaves, flowers, or branches. Try to discover if the tree has any other visitors; bright eyes will soon discover many. Play a game around the tree; sing to it some such rhyme as the following:

Time is never waste listening to the trees;  
If to heaven we arose as grandly as these,  
Holding to each other half their kindly grace  
Haply we were worthier our human place.

Because the child, after making mud pies is told that his face is dirty, he naturally concludes that all soil is dirt. Point out to him that it is only when out of place that it is dirt, for in its right place it is the home of miracles, the matrix from which comes that wonderful force we call life. Let the children make experiments with different kinds of soil—clay, sand, loam. In this way they will become familiar with the names and textures as well as the best uses of each.

Have the children notice the changes in the air; that it is hot in summer, cold in winter, dry in sunny weather, damp in rainy weather, calm, breezy, or very windy. Explain why we should be careful to breathe only good air, to breathe deeply and expand our lungs; that we live in the air as the fish live in the water; that birds fly up and down in the air as fish swim up and down in the water; that air is all above us just as the water is above the little water animals that crawl on the bottom of ocean or river.

Every child is familiar with water in many forms, but perhaps the wonders of its forms are so common that he has not noticed how miraculous they are.

We cultivate the imagination of our children by tales of the prince who became invisible when he put on his cap of darkness and who made far journeys through the air on his magic carpet, and yet no cap of darkness ever wrought more astonishing disappearances than occur when this most common of our earth's elements disappears from under our very eyes, dissolving into thin air.

What child has not noticed the steam rising from the damp pavement when the sun comes out after a shower? The drops of water are donning their magic caps and flying off into the atmosphere to become invisible to our eyes. The next time we see them it may be as part of the white cloud sailing across the blue sky. Then there is the magic power which brings back the vapor spirit to sight and touch. This magician's name is Cold or Jack Frost, who transforms our water drops again and gives them many fancy shapes, such as may be seen on frosted windowpanes, or shallow ice, or in the snowflakes.

When the child sees so many things smaller and weaker than he, all doing something and making something, he, too, longs to join this busy world. He may well use such occupation as cutting, pasting, weaving, and modeling, for the birds, trees, and spiders, in their way do all these things, while the flowers are painted with colors taken from the sunbeams and from the earth.

Stories of animals and insects may be appropriately told to emphasize the nicety and exactness of work done by creatures so much more helpless than we, and in this way a desire to do good and accurate work will be stimulated.

## Article XXVII.

## "COME, LET US LIVE WITH OUR CHILDREN."

By MRS. ETHEL G. YOUNG.

I am a mother of three children—Betty, aged 6; Bob, 4; and Jack, who is 2. Up to the time Betty was 4 years old she had always been a very nervous child and needed constant entertaining. I hesitated to send her to kindergarten, but after reasoning with myself I finally decided to send her. The concentration required in the two years she spent in kindergarten made a different child of her, and she can amuse herself now for many hours at a time.

Bob entered kindergarten about three months ago. He is a quiet child and needs to be brought out of himself. He seems to be getting needed help in the kindergarten, for, in the short while he has been there, he has become more talkative and active. He now enjoys being with other children, whereas before he preferred to play alone.

There is nothing more necessary in bringing up children than to have them feel that we are interested in them. Try always to answer their questions. If you can not satisfy their curiosity they will surely go elsewhere for their information. When the children come home from school I ask what they did, what song they sang, what pictures they looked at, etc. They live the two or three hours spent in kindergarten over again by telling me what they have done. I had to leave the children for a week not long ago. When I returned they could not talk fast enough to tell me all that had happened. The habit thus formed of caring to share their experiences with you is a great safeguard as they grow older.

A story at bedtime is always welcomed by the children, and I find that it is not only enjoyable and beneficial to them, but also to myself. They never tire of good fairy stories. Nature stories are always interesting, too. My children will choose the same stories over and over again until they almost know them by heart.

Several nights ago I was called away and could not read a story, so I promised one for after breakfast next morning. When breakfast was over and I thought of all I had to do, it seemed as if I were wasting time to sit and tell stories. However, as the children became absorbed in the story and their happy faces looked up into mine, I realized that time could not be better spent. The story was that of Hans and the Four Big Giants, the keynote of which is helping others. I knew that the children had absorbed the point of the story when they helped me afterwards to clear the breakfast table.

The kindergarten is a great help in making children independent. Each child is taught, gradually and in a playful way, to help him-

self. In a class of 40, John does not like to be the only one who can not put on his rubbers or button his coat. Perhaps you will say you can teach independence at home. Granted, you can. The trouble at home is that we too often do too many things for our children. At home, too, we lack the group work so beneficial in the kindergarten. It develops the social side of a child as well as his ability to be of service.

Orderliness is another aim of the kindergarten. It should also be the aim of every household. In kindergarten all the material is kept in order. It is given out and collected in an orderly way, and each child is taught to pack up his material after he has finished with it. There is always a place for everything in the kindergarten, and the child learns to put everything in its place.

If your child is not orderly at home, do not blame him until you first put yourself in his place and see if you are expecting the impossible. We have discovered in our family that by making things convenient the children will keep things in order. In our coat closet we have a box for rubbers and another for toys. We have put within reach two hooks for each child's clothing. On the door there is a bag of several pockets for gloves. Even the 2-year-old boy puts his things away and I have never taught him to do so. He learned by observing the others. Just the other night he cried while I was undressing him because he remembered he had not put his train away. Let each child have a separate place for his toys, for they so enjoy being owners. If one is neat and another careless, it would be very discouraging for both to keep their things together.

Not long ago I spent a most enjoyable afternoon coasting with the children. A neighbor who saw me said, "You surely are a child with your children." She unconsciously paid me a compliment. If I can only make my children feel that I am interested in everything they do, I am certain I will have and keep their confidence.

### Article XXVIII.

#### EVERY CHILD INSTINCTIVELY DESIRES TO USE HIS HANDS.

By DOROTHY CANFIELD FISHER.

So many of our American farmhouses are situated in very rigorous climates that a good many mothers will not think the out of doors a possible playground in winter time. This is less true than they are apt to think. On almost any sunny day in winter little children, if warmly dressed, will benefit far more by a brisk, romping, active half-hour's running and jumping than city babies do in their swathed,

motionless outing in a baby carriage. And when really bad weather drives them in, as it should do very seldom, the country mother has a great advantage in space over the city one; for there is about a farm nearly always some corner, a woodshed, a corner of the barn, an attic, or an unused room where the little folks may romp and play actively. If necessary the sacred spare room is better used for this purpose than kept in idle emptiness. And all the varieties of handwork are resources for rainy days. For, as the children advance beyond real babyhood and mere need for constant romping and climbing and running like little animals, their instinctive desire to use their hands increases, and this is an instinct which should be encouraged in every possible way. Just as the wise mother sees to it that they are provided when babies with ample chance to roll and kick and tumble, so when they are older she is never more pleased than when they are doing something with their hands; and she has all around her ample material for beginning this handwork. A pan of beans or shelled corn, with a wide-mouthed bottle and a spoon, will keep a 2 or 3 year old happy and absorbed for a long time. A pack of cards to be shuffled or used to build houses is another "plaything" which does not need to be specially bought. A pan of bran and a handful of clothespins occupy even a baby of 14 months as he pushes them into the closely packed bran and pulls them out. A big rag doll, the size of a small child, is easy to make and stuff with cotton. The most rudimentary scratches serve to indicate the eyes, nose, and mouth, and the lips and cheeks can be colored realistically with any red jelly. All children love a big doll of this sort, and delight to dress it and undress it in their own clothes. They learn in this way to handle buttons and buttonholes, and to master the difficulties of shoes and belts and sleeves. A new corncob pipe and a small bowl of soapsuds means harmless fun for the 5 year old, which is always watched with rapture by the littler ones. And then there are blocks, perennial blocks, which do not need to be bought from a store. A father with a plane and a saw can plane a couple of 2 by 4 stocks and in about half an hour make as many square or oblong blocks (2 by 4 by 6 inches is a good size) as any child needs to play with. These large blocks not only cost practically nothing, but are much better for the little children to use than the smaller, expensive kind that are sold; and the set will outlast a family of most strenuous children.

A collection of empty spools of different sizes is a treasure for the child of 8, who will rejoice in stringing them on a cord passed through a bodkin. When he is a little older and has learned skill in this exercise he may graduate to stringing buttons with a real needle and thread. On baking day a small lump of dough (made

less sticky by working more flour into it) which can be rolled and played with on a bit of smooth board is great fun for little folks; and let the mother constantly remember that any fun which is secured by using the hands does not only make the child happy, but is of educational value.

On washing day a basin of soapy water and some bits of cloth to be washed out will fill many happy minutes. The oilcloth apron is as indispensable for this play as for the outdoor water play and for clay modeling. This last is perhaps the most eternally interesting of the indoor occupations for little children. If the clay is kept on a bit of oilcloth on a low table, it is not an untidy element in a kitchen.

If dried peas are soaked for a few hours they are soft enough to be pierced by a needle and can be strung by 4 and 5 year olds into necklaces and bracelets, or they can be put together with wooden tooth-picks into many fascinating shapes. Dried watermelon and sunflower seeds can be used in the same way. A box of dried corncobs can convert a free corner of the floor into a farm with log-cabin house, rail fences, and barns. Trees can be simulated by twigs stuck into bits of clay to hold them upright, and farm animals can be rudely fashioned out of clay, dusted over with domestic coloring material to make them realistic—flour for sheep, cocoa for brown horses and cows, charcoal for black animals, and then baked in the kitchen oven to make them firm.

A rag bag into which the children may dive and delve is a resource for rainy hours, and if the mother is at hand to keep an eye on the process and tell what colors and materials are, to suggest matching those colors and stuffs which are identical and to make agreeable combinations with others, rag-bag hour is as educational as any exercise in a carefully run modern school. The country mother has here again a great advantage over many city mothers in that her work is always at home, and of a nature which allows her to supervise the children's play without giving up all her time to them.

Provision should be made in the case of little children for their desire to handle all sorts of objects; the desire which makes them enjoy so greatly a tumbling over of mother's workbasket. There is no need to let them upset that when there are in every country house such a vast number of other articles which are not hurt by baby hands—spoons, tin pans, boxes, tongs, clothes baskets, and darning eggs. Furthermore, instead of being told "Don't touch," they should be encouraged to learn how neatly and competently to perform such ordinary operations as opening and shutting drawers and doors and boxes and gates, screwing the tops on cans, hanging up clothes, and taking off rubbers.

## Article XXIX.

## A KINDERGARTEN FOR EVERY NEIGHBORHOOD.

By MRS. ALICE WINGATE FRABY.

Any mother who wants to may learn something of the underlying principles of the kindergarten by securing a copy of "Mottoes and Commentaries of Froebel's Mother Play" (D. Appleton & Co., New York, publishers, \$1.60), or by subscribing to a kindergarten magazine. The latter will be found especially profitable, the leading articles furnishing solutions to daily problems, while the stories and the suggestions for handwork and games will often be as useful for the home as for kindergartens.

If a mother can select only one feature of the kindergarten to use in her home, surely the story-telling period would be the best choice. There are so many opportunities for stories at home. They will serve as oil to the machinery of bathing, dressing, eating, and can accompany ironing, the washing of dishes, hand sewing and the like. The mother whose mind is well stored with good tales will not lack for an appreciative audience. Neither mother nor child will know boredom, and empty, tired, fretful hours will be transformed into happy, healthful, tender times.

A kindergarten for the neighborhood should be the aim of every thoughtful mother. The public school is usually the best place to start a kindergarten, as it is most likely to provide complete equipment and well-trained directors. Until a sufficient number of these are established, however, private classes fill a real need. Where the number of pupils does not justify a kindergartner in establishing a fully equipped school in a room of her own, the mothers may meet her half way. Such an arrangement has been successfully carried out in many localities.

Five mothers in a somewhat isolated community applied to a training school for a kindergartner to come into their homes. One mother collected the tuition, two alternated in giving up their dining rooms for the class. The dining table and chairs were used for the table-work, while each child supplied his own small chair for the circle. The piano in the living room was placed at the kindergartner's disposal. Conditions were not ideal—low tables are preferable to high ones, floors showed the wear from marching and games, the kindergartner at times found a suitcase cramped quarters for her materials. And yet in spite of all these drawbacks, children, mothers, and teachers were happy for three years. The right spirit was there and the children developed to a marked degree under its influence.

Singing with the children, playing with them with an eye to their development as well as their pleasure, watching and discussing out-

of-door happenings, and always, in season and out of season, stories, stories, stories, will assist materially in bringing the kindergarten spirit into the home.

### Article XXX.

#### PLANTING A GARDEN MORE FUN THAN PLAYING HOUSE.

By MRS. BERTHA LEWIS.

No matter what the child's after life is to be, he should have the opportunity at least once in his life to experiment with plants. The plant, which sets its feet in the earth, lifts its head toward the sky, extends its arms to the air and sunshine and gives lodging to the creatures of earth and air, is a powerful factor in the life of man. Our whole aim in encouraging gardening must be to help the child realize that at his feet Mother Nature has set a prize, which, rightly appreciated, will answer all his needs and afford him the purest pleasures of life.

God gives to plants their life, their laws of form, color, and number of parts. The child creates his garden; it is the work of his hands, the expression of his mind. He arranges it according to his fancy in regard to color and position. He chooses this or that for reasons which appeal to him. The child may be taught in a simple way that as God observed order in the universe as His first law, giving to each form of life its place in the world, so order in the garden is the first necessary step to secure growth and development of life within it.

The child likes a comfortable bed to sleep in, a clean house to live in, a comfortable meal when hungry, a drink of clean water when thirsty. In the same way, the little seed likes a soft, comfortable bed in which to lie. Therefore, the earth must be well cultivated, sifted, and raked. The bed must be nicely made, with edges smooth and even. Then the seeds must be placed in even rows, not too close together, or they will crowd each other out. After the seeds are well up, the garden, which is their home, must be kept clean, all weeds, sticks and loose stones being removed. The earth must be rich enough to supply food to the growing plants and plenty of clean water given early every morning and, if the day is hot, in the evening also.

If the child's garden is made and tended with care and love, the plants will repay him by blooming and growing. No little child can be comfortable and healthy if given water and washed and cared for only once in a while. So it is with the child's plants; to be healthy and happy they must receive daily attention for a few minutes at least, for plants, like children, respond to love and care.

One reason why gardening makes a good beginning for nature study is that natural instinct usually points the way to garden making in the spring. Another reason is that so many forms of life are manifest in the garden and that occupation out of doors is very essential to the building up of a sound body, mind, and spirit, to the exercise of all the senses, the quickening of the emotions and an all-round healthy development.

Froebel, the founder of the kindergarten, adds that children learn through gardening much that helps to develop character and the contact with the power that is greater than man.

Oh, Painter of the fruits and flowers,  
We thank Thee for Thy wise design;  
Whereby those human hands of ours  
In nature's garden work with Thine.

Give fools their gold, give knaves their power,  
Let fortune's bubbles rise and fall;  
Who sows a field or trains a flower  
Or plants a tree is more than all.

For he who blesses, most is blessed,  
And God and man shall own his worth  
Who toils to leave as his bequest  
An added beauty to the earth.

Gifts that grow are best;  
Hands that bless are best;  
Plant—Life does the rest.

#### Article XXXI.

##### ALL LIVING THINGS APPEAL TO THE VITALITY OF THE CHILD.

By MRS. BERTHA LEWIS.

We are all aware that for some years past there has been an ever-increasing demand among educators for a better understanding of things from the things themselves by actual experience, instead of merely through book knowledge.

Songs and stories about nature, for instance, though they are very necessary and a very beautiful part of work with children, are not nature study, but merely a means of emphasizing the things which have been observed by the child, and of aiding him to express his thoughts of these things in simple, beautiful language, motion, and rhythm. Each new song or story about the object under observation is the opening of a new door into the world of nature and should lead to fresh observations.

There is nothing more dead to a child than a preserved specimen. Nature study deals with life, and life appeals to the vitality in the child. If a specimen is used, be sure it is a live one or a good

picture (the preserved specimen should be the result of the lesson, not the basis of it).

We live in a world of living nature. What do we know of the grass under our feet, the trees of forest and plain, the insects whose apartment houses fill the dead twigs, the birds which nest in the woods and fill the world with music, the stars overhead, clouds, rain, hail, wind, mist, dew, or the sun which shines over all? The study of nature has to do with living things, or things that are doing something. The stars are twinkling and making light. The snowflakes are falling, making patterns and bringing us messages from fairyland.

The birds are hopping, flying, singing, building nests, laying eggs, and feeding their young. The worms are crawling and ploughing the ground and so helping to make things grow. Pussy is our pet; she is good company and will play with us and purr when happy. The dog is our friend; he guards the house at night and will run, jump, and do tricks for us, bark, growl, howl, and scratch. His body must be made strong so he can chase away his enemies or ours, jump for his food, bark for joy, growl when danger is near, and scratch to dig holes in which to bury his bones. Why is his nose so pointed and why are his eyes so far back? Where does he live? How many legs, ears, and eyes has he?

The fruit, vegetables, and flowers are all growing and varicolored. The fruit and vegetables are good to eat and help us grow. The flowers are fragrant and beautiful.

Nature study will help the child to make simple, truthful observations upon the things about him, to appreciate the beautiful in them, and to express his thoughts in his various activities.

The habit of accurate observation is very important. Some authority has said that there are few errors which arise from willfulness, compared to those which arise from want of care and exactness in noticing things quite easily noticeable.

In the study of nature—

1. Do not try to teach too much in one lesson.
2. Let the child examine the object if possible.
3. Lead him to notice first the characteristic features and qualities of whatever is under discussion.
4. Remember that children are more interested in what things do than in their form.

Let the child examine a little plant—seed, root, and all. Lead him to observe that it does something; it pushes its roots down and its stem up; it eats and drinks, breathes, sleeps, and wakes.

It makes things—leaves and flowers, seed, and fruits; Incidentally notice the form and color that these activities give to each individual plant.

Nature study need not be dull or difficult; it provides plenty of life and action. It is mostly our own interest that is dead or our senses that need quickening.

Grasp a few fundamental principles, and nature study in the home, in the kindergarten, and in the school will become the children's delight, the teacher's friend, and occupation for the nursery to help start the youngsters in busy work as well as a daily delight when walking out.

#### Article XXXII.

##### MOTHERS' PROBLEM: TO PROVIDE CHILDREN WITH SOMETHING TO DO.

By DOROTHY CANFIELD FISHER

A well-known doctor has suggested that every person, once in his life, should be prevented by force from drinking a drop of water for 24 hours, in order that thereafter he might appreciate what free access to water means for health and comfort. On the same principle it might be a good thing if every country mother should be obliged to spend a month with her young children in the city, so that she might thereafter appreciate what splendid opportunities lie all about her country home. For the poorest, busiest country mother can easily have conditions and materials for which many a highly trained kindergarten teacher sighs in vain.

Perhaps the greatest of her privileges is the wonderful resource of having all outdoors, but this is a privilege which the mother of young children is apt to neglect. She herself must be in the kitchen or near it during much of the day, and she must have her babies where they are within sight. It often follows that little country folks spend almost as much time hanging drearily around a kitchen, where they are in the way and where the air is not good, as do the city cousins. What else can the busy mother do?

She can apply to her children the lore she has learned about little chicks. Her men folk, hardened to fencing long stretches of field and meadow, would laugh at the ease with which a little square of yard outside the kitchen door can be inclosed. Fencing which is not good enough for chickens will keep little children safe from automobile-haunted roads, from wandering cows, from running out of sight of their mother's eyes. And there is no farm in the country where there is not enough discarded fence material of one kind or another lying about to inclose a spot, say 20 feet square, though it might be larger to advantage. It is better if there is a tree to furnish some shade for hot days, but if there is none near enough to the house, a piece of old paper roofing, or a section of old cor-

rugged iron roofing, or some old boards with odds and ends of shingles put over them, will furnish shade in a corner of the baby yard for hot days and protection from the rain during summer showers.

Now, with her little ones foot free and yet in security, out from under her feet in the kitchen, and yet close at hand within sight and hearing as she steps about her daily work, the country mother can take counsel what to do next. The very next thing to do is to learn by heart a short and simple maxim, and to repeat it to herself until she has absorbed the essence of it into her very bones. The maxim is: "Little children wish and need to be doing something with their bodies and hands every minute they are awake." The problem faced by every mother is to provide them every minute with something to do which can not hurt them, which will help them to grow, and which will not be too upsetting to the regularity of the family life.

Now, the country mother has at hand a dozen easy and satisfactory answers to this problem for every one which is available to the city mother. To begin with, if a load of sand is dumped in one corner of the baby yard and some old spoons and worn-out pails contributed from the kitchen there will be many hours of every day during which the fortune of a millionaire could give the little folks no more happiness. Such a child yard with sand pile in it costs almost nothing in time, money, or effort, and no words can express the degree to which it lightens the labors and anxieties of the mother. And yet one can drive 100 miles in rural and village America without seeing an example of it.

Now, this plain, bare provision for perfectly untrammeled running about is in itself a better fate than befalls the average child under 5, and this much can be attained by any country mother with less effort and expense than a yard for poultry. But this can be varied and improved in innumerable inexpensive ways until conditions are almost ideal for little children. A piece of planed board can be nailed upon four stout sticks driven into the ground and another on higher sticks put before it, and the little folks will have a bench and table which cost, perhaps, 20 cents, and are as serviceable as the pretty kindergarten painted ones which cost ten times as much. Potter's clay can be bought for a few cents a pound and for a variation from sand-pile plays young children turn gladly to clay modeling. If the mother has time and ability to supervise this carefully, so much the better, but if she is so busy that she can only call out from the kitchen stove or washtub a cheerful suggestion to make some little cups and saucers, or a bird's nest and eggs, this will serve very well as a beginning. If the clay is kept where it can be obtained

easily, it is possible that one or more of the children may show some stirrings of native ability and begin to try to reproduce the animal life of the country.

If the country mother has followed these suggestions she has now, with small trouble to herself, put at the disposal of her children the two great elements of air and earth. There is another one, almost as eternally fascinating as sand, and that is water. If four strips of wood are nailed in the form of a square at one end of the little table and a pan half full of water is set securely down into this square so that it will not tip over, another great resource is added to the child yard. With an apron of oilcloth, a spoon, and an assortment of old tin cups, odd jelly glasses, and bottles, it is an abnormal child who is not happy and harmlessly busy for a long time every day. Any ordinary child over 14 months of age loves to play with water in this way and learns steadiness of hand and sureness of eye which go a long way toward insuring agreeable table manners at an early age. As he grows older a fleet of boats made of bits of wood or walnut shells vary the fun. A little apron can be manufactured in a few minutes out of 10 cents' worth of table oilcloth. If the mother is very busy she can fasten it together at the shoulder and back with safety pins. A single apron should last through the entire babyhood of a child.

Children under 4, often those under 5, are too small to "play house" as yet, but they delight in climbing, and, if possible, provision should be made for that. A wooden box can be set a little down in the ground, so that it will not tip over, and the edges padded with a bit of old comforter so that the inevitable bumps are not so severe. The smallest of the little playmates, even the baby who can not walk, will rejoice endlessly to pull himself up over the edge and clamber down into the box, thereby exercising every muscle in his body.

Little children can not coordinate their muscles quickly enough to play ball with much pleasure, but if a large soft ball is suspended by a long cord, they can swing it back and forth to each other with ever increasing skill; and they should have a rubber ball to roll to and fro on the ground.

A small wooden box with one side knocked out makes the best seat for a swing for small children. The three remaining sides make a high back and keep the child from falling. If this is swung on long poles instead of ropes there will be no side-to-side movement and little children will be safeguarded from falling out sideways. If the support for a seesaw is made very low even children under 5 can enjoy and benefit by it in acquiring poise.

If a 2 by 4 board is laid on the ground the little folks will find much fun in trying to walk along it and acquire thus a considerable

addition to their capacity for walking straight and managing their bodies.

A bit of hanging rope with the loose end within easy reach will mean a great many self-invented exercises in balancing, and will give a certainty of muscular action which will save the child from many a tumble later. A short length of board, perhaps 4 feet long, propped up on a stone or bit of wood, with one end fastened to the ground, furnishes a baby spring board which will delight the child from 3 to 5. A pile of hay or straw to jump into will save the little gymnasts from bumps and bruises, and marsh hay will answer just as well as the best timothy. This simple set of apparatus may be completed by a short, roughly built ladder, with the rungs a short distance apart, set up against the house, with a soft pile of hay under it. This furnishes the little folks the chance to indulge their passion for climbing things, which is so dangerous when directed toward the kitchen table or bedroom bureau.

Nothing in this baby yard need cost a farmer's family more than a few cents, nor take but very little time and almost no carpentering skill. And yet the suggestions made cover a very complete outfit for the outdoor exercises of children under 5 or 6. Any mother who secures the simple apparatus here described may be sure not only that her own little children will pass numberless happy hours but that they will never lack for playmates, because their play yard will be sought out by all the little folks in the neighborhood.

#### Article XXXIII.

#### BASE EARLY EDUCATION ON SOUND PRINCIPLES OF CHILD STUDY.

By MRS. WINIFRED G. McBROOM.

For those who intend to teach little children of 4 and 5 as a profession, a training in kindergarten methods is required by law in practically every State in the Union. Why is such training not equally necessary for those whose future work will probably be home making? The broad principles underlying kindergarten training have been thought out for us by many great educators and philosophers of the past and present, and these principles will help the individual parent as well as the teacher to interpret his surroundings, to form a wiser attitude toward life, and to love and understand children. Such an education is almost indispensable to mothers who would give to their children the best of all opportunities—the opportunity to grow aright. But if, as mothers, we can not have such training or can not send our children to kindergarten, let us plan their early education in the home so that it will be based as far as possible upon sound principles of child study.

The child between the ages of 3 and 6 years is very impressionable, and upon his early experiences must be based his whole future education. Therefore it is important to see that he receives only right impressions and has only right experiences.

The child is and should be constantly handling objects and constantly inquiring about them. Such inquisitiveness is the greatest aid to education. How many interesting sights we pass over because we lack the keen observation of a child. "He who is interested in much has in advance a great advantage over the indifferent person and remains younger even in age; whereas the indifferent becomes old in the seasons of youth."

Let the child live with you. This is not easy for a busy farmer's wife such as I am. It does not mean, "Keep out of my way while I mix this bread." It means, "Roll up your sleeves and wash your hands. Now dip out four quarts of flour for me." Perhaps some of the flour may be spilled, but only by using the hands will the child learn motor control. What if the biscuits are not all smooth? By making three rows of four each, he will be learning valuable number facts.

The child may ask, "Why is the flour white? The wheat is not white." This question brings out the whole story of bread. Don't merely tell it; see it if possible—the wheat seed, the growing wheat field, the reaping and thrashing, the flour mill, the bakery. Enrich the child's experience with pictures, stories, and songs relating to this subject, and after this a slice of bread will be an object of new interest to the child.

Tell in the same way about the strawberries that he eats with his bread. Where do they come from? If you can not show him the growing plants, find a picture or draw one so that he may not say, as a lady of my acquaintance did, "I've always had such a desire to see strawberry bushes."

City children ask, "Why is there a picture of a cow on the butter paper?" If you can not visit a dairy or a creamery, buy a gallon of milk and let the child skim it and churn the cream into butter with the egg beater. Then after he has salted it, let him eat some on his bread. My country children ask, "How did the firemen know there was a fire?" Their father took them to the fire house to see the alarm bell and the boots, clothes, and brass pole ready for the night alarm.

When fathers go to the field to see the oats planted, they should take their 5-year-old boy or girl along and tell the story of the growth of the seed.

On the way for the cows, sharp eyes may find a badger hole or see some muskrats in the creek.

**CHILDREN'S SELF-DEPENDENCE**

66

Is all this education? The beginnings of education are started in and about the home in the child's attitude and reaction toward his environment. All the time he is learning to see and hear and to think. The child whose mother and father live with him is sure to store up experiences and be able to compare and relate them later, to be observing, to be constructive (which is the only remedy for destructiveness), and to be able to express himself as well as to have something in his mind to express.

In play children are constantly educating themselves. They are learning to direct their attention and their motions persistently toward a definite end. We can suggest plays and tasks which will train the eye to see quickly and teach the colors, directions (front, back, up, down, right, left); the points of the compass, the time of day, and the days of the week. My little 4-year old learns much as she sits beside me at the sewing machine. She arranges my drawer of thread, learns the colors and plays a game, guessing which color is gone from a long row of spools.

A set of colored kindergarten balls, a box of crayons, or later a box of paints make an excellent Christmas gift and aid in color training. Colored papers and a small pair of scissors will occupy many a stormy day profitably. The mother who is at all musical can train the ear to detect high and low tones, loud or soft bells, and music for marching and skipping. Have the child bounce a large ball to music or clap to music. This will help him to gain motor control. Play dominoes with him. Suggest "hide the thimble" or "blind man's buff" or "cobbler." All these games help to train the eye, the ear, and the hands.

I will not dwell upon the moral training of children, for mothers seem to consider that their duty, even though they may not think it necessary to train the mind. The right idea of preparing a child for school is not to teach him reading and writing unless he is past the age of 6, but to give him many and first-hand experiences which will train his senses and make his mind and body active and able to express his feelings.

**Article XXXIV.**

**LET US NOT CRIPPLE OUR CHILDREN'S SELF-DEPENDENCE.**

By Mrs. ALICE BARTON HARRIS.

I sometimes wonder what the city child is able to show in the way of self-dependence and initiative when the inevitable day arrives that he must stand on his own feet. It seems to me that he is never left alone. In well-to-do families he usually passes from the teacher's

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STANDING LITTLE CHILDREN

hands directly into the hands of his governess or tutor, who instantly assumes the responsibility for his safety and well-being. He works and plays under supervision, and has no opportunity to develop initiative or a sense of responsibility. In the name of education we are crippling what we should cultivate. The best way to develop initiative is to let the child alone for at least a part of each day. I think it shows an almost insulting lack of faith in his intelligence, this constant attendance on him. Even if he does make a few blunders, he will be developing himself that way.

My husband and I were brought up in all the freedom of large spaces and after a few years of New York apartment life, with summers in boarding houses, we realized that our boys were going to lose out on most of the joys of childhood unless something was done about it. So we bought for almost nothing a 100-acre valley, 2,000 feet up in the Catskills and 500 feet above the nearest village—a real wilderness into which no self-respecting servant would dream of setting foot. There was a rough little cabin in it, which was quite inadequate for a summer home. Our object was to have a place where the children could stretch their bodies and souls, and incidentally where the parents could also; where light and heat and water did not come by means of taps and buttons.

We had to do all the work ourselves and the boys, then 5 and 6, were expected from the beginning to do their share. They fetched the milk from the nearest farm, a half mile distant, realizing fully that if they did not get it there would not be any milk, a crisis which could not exist in town. We have most of our dinners outside, over a camp fire, which, of course, the boys soon learned to make. They often serve us doubtful meals, over which they labor joyfully for hours beforehand. They have absolute freedom to wander over the mountains with only their dogs for protection. There are hours and hours when I have no idea where they are, and they come home with the most wonderful adventures to recount. For four months out of every year they live the life of the pioneer boy.

I think every city child should have some such summer experience if possible, where responsibilities can be given him which he may assume or not, but where he must take the consequences. The child brought up under artificial conditions necessarily prevailing in city life, or in the summer hotel, has no point of contact with the old, simple, universal forms of human living, from which all wholesome developments took their root.

## Article XXXV.

## BRAVERY IS NATURAL; FEAR IS INculcATED.

By Mrs. ALICE BARTON HARRIS.

The ideals which we wish to develop in our children are chiefly those of courage, truthfulness, and unselfishness. I believe that the normal child is born brave, physically and morally, and that out of laziness or ignorance the grown people put fear into his little consciousness. He isn't allowed to climb, for instance, because his mother is afraid he will fall, and his plastic mind is filled, through stories or threats, or actual punishment, with a sense of danger and evil with which he in his helplessness can not cope.

Lying, of course, comes from the same source. The child lies because he is afraid, either of being misunderstood or punished. Thoreau says, "It takes two to speak the truth; one to speak and one to listen." When the child lies, the burden of the lie too often rests upon the grown people who have him in charge.

Many persons believe that fear is inevitable to man; that it is a race memory; but I believe that fear of the dark, of solitude, is much more likely to come from mind pictures of terrible things which unwitting elders have discussed in the child's presence, or as a result of unwise reading or story-telling in very early childhood. This is difficult to avoid perhaps, but quite possible if parents are willing to be sufficiently watchful. The magnificent trust with which a child thus guarded can face the world is a guarantee in itself of success in life.

Unselfishness is one of the virtues which has to be cultivated, for we are not born unselfish. We have to be taught this virtue and of course, the greatest teacher of all is love. I am inclined to think love is the only teacher. Henderson says:

To get children interested in impersonal things is to make them unavoidably unselfish. Solitary children, only sons and daughters, are as a rule extremely selfish, for the simple reason that their lives have been so overwhelmingly personal. The way out is through group activities on the part of the whole family, through pleasures as well as through service. If life is to be permanently successful, and happiness genuine and secure, the major interest must be impersonal, must have to do with something bigger than the little self, must concern itself with the abiding and universal things.

## Article XXXVI.

## SEVENTEEN USEFUL RULES FOR MOTHERS.

By MRS. GERTRUDE H. CAMPBELL.

Many mothers have asked me, "Do you find that your kindergarten training really helps you when you are dealing with problems in your home?" My answer is invariably, "Yes."

Two years of thorough and stimulating training in Froebel's wonderful methods for teaching little children and several years of trying to put those methods into practice could not fail to give a mother a more intelligent and spiritual grasp of the meaning of her children's activities.

Thinking back over the past years I have been trying to formulate some of the practices that have helped me over the hard places, and offer the following to the mother who wishes to make of her children's early years a period that they and she will remember with great joy:

1. When it is necessary to restrain a child from doing something wrong or harmful, always suggest something else he may do. Never issue a don't without proposing a do.

2. In giving a child permission to play take care that his activities do not develop into license. For he will be happier if some limitations are imposed to test his powers and help him concentrate. For instance, if he is playing with blocks or cutting from paper, giving him permission to do anything he pleases often results in aimless or destructive activity. Some suggestion from the mother to make something—to furnish a house, for instance—stimulates and directs his mind, while leaving him free to express himself.

3. Before a command is given always consider whether it is going to raise an issue. If a child refuses to obey, do not always insist upon implicit obedience; your command may not have been an entirely wise one. Punish for disobedience, if necessary, but do not raise avoidable issues. "Breaking a child's will" is cruel and most harmful.

4. When a child is naughty always be sure that the cause is not a physical one, for fatigue and hunger come easily to little people. Many problems that are unsolvable before a meal are no longer problems afterwards.

5. Try to follow your children's activities and to understand the instincts and inner laws from which they proceed. View what they do in the light of your intelligence and of your spirit. Such a habit of watchfulness and care prevents nervous irritation and enables you to enter into and to encourage sympathetically activities which are pleasing.

6. Be consistent in what you approve and disapprove. Do not one day, because you are tired, reprove a child for something he had done and the next day ignore the same thing because you are rested.
7. Answer questions truthfully. A child's mind does not always crave details. Give him only broad statements. Build a strong foundation of truth, to which details may be added later. As regards the vital question of the origin of life be careful not to give the child more than he asks for. Do not force your buds to open too early. The life of flowers and birds is analogous to human life and will tell you how to answer this question.
8. Avoid useless negations. If there is no real reason why a child should have his requests denied, do not deny them.
9. In regard to children's interruptions, consider whether what they want you to do is not more important than the special activity you had planned for that moment. In the last analysis, why do we mothers exist at all if not to give of our best to our children and to meet their needs as they show themselves?
10. The care of a child's body is important, but it should not monopolize the mother's attention at the expense of mind and spirit.
11. Cultivate a sense of humor in yourself and in your child. It is wonderful how many trying situations may be relieved through this means.
12. Show a child the same respect you would a grown person. What a child resents most in being struck is not the pain, but the insult to his pride.
13. Do not leave your children largely to the care of nurses, however conscientious or seemingly intelligent they may be. Nurses minister mostly to the physical needs of little children, and the time soon comes when they are no longer necessary for this purpose. Then it may be too late for the mother to build the bridge of sympathy between her children and herself. Moreover, it is in early years that the child is most impressionable and that a mother's influence may count for most.
14. Do not threaten. Make punishments slight, but see that they always follow the offense. Their effectiveness depends upon their inevitability, not on their severity. A child keeps his fingers from the flame because he knows it will always burn him.
15. A child that is occupied is always a good and happy child. For outdoors, try to have a sand box, a swing, a garden and garden tools, and let this be a spot where the children hear the word "don't" as seldom as possible. For indoors, provide modeling clay, paints, a soap-bubble outfit, blocks, crayons, colored paper, blunt scissors, colored wooden beads, shoestrings for stringing, and pegs for peg boards. (Beads, pegs, and peg boards may be procured from Milton)

Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray Street, New York. Both companies will send a catalogue upon request.)

16. Since you are constantly supplying your child with mental and spiritual food, see that your own mind and spirit are kept renewed and inspired by good books, fresh air, poetry, change of scene, stimulating companionship, good pictures, and music.

17. And remember, your child came to you with the divine spark. He is for you largely to make or mar.

#### Article XXXVII.

##### BEGIN EARLY TO FORM THE HABITS OF YOUR CHILD.

By MRS. EDITH CLARK COWLES.

From the instant a mother hears that first significant cry which proclaims to the world the birth of a new life, she is confronted by a problem which increases in complexity with the passing of the years.

If she is a busy mother—and most mothers are busy—she will soon realize that upon the early habits of her baby will depend her ability to fulfill her many duties. She can train the baby to be entirely dependent upon her during his waking hours, and thus let him become the spoiled child who later develops into a family nuisance, or she can begin even when he is in his tiny crib to sow the seed of self-reliance, which will make of him the responsible and desirable citizen. She would not be guilty of pulling up the sprouting plant to see if it was growing; why carry her baby about in her arms or hold him in her lap when he can kick and crow so much more freely in his own bed!

The baby who is bathed, fed, given his nap regularly, allowed freedom in which to grow, and not hampered by too much attention will develop into a healthy, happy, helpful child, and be a joy to his parents and a pleasure to their friends. The Children's Bureau at Washington furnishes, upon request, bulletins relating to the food, general care, and physical training of the infant.

As baby's mind develops he will need diversion and amusement. For this purpose toys are useful which do not have sharp edges and which can be washed and kept sterile. A bell or rattle for the baby to kick may be hung from his crib or carriage, but it must be hung at an angle which will not produce eye strain.

From earliest infancy the child displays a spirit of investigation which it is well always to gratify. If possible, never leave his questions unanswered. If you lack the information, say that you do not know but will find out and tell him; and keep your word. Few

parents realize that they typify to the child the spirit of omniscience which God typifies to them, and that it behooves them constantly to strengthen such faith. The child who finds that he can depend upon what his parents tell him is less apt in his turn to deceive them, and the seed of mutual understanding and confidence is thus sown, to sprout and bloom for all time.

The spirit of investigation often leads children into the habit of touching every object they see. This is not always naughtiness and should not be so stigmatized. A baby's attention can be diverted from one object to another, while older children will desist from investigation as soon as their curiosity is satisfied. But if they are told unqualifiedly that a certain object must not be touched, they seem impelled by an irresistible force to handle that object in preference to all others. It is well to keep in mind the advantage to be gained by positive suggestion. Divert the child's mind by mentioning something which he may do, rather than strengthen his determination by a peremptory command as to what he may not do.

#### Article XXXVIII.

##### MUSIC AN ELEMENTAL PART OF LIFE.

By MRS. JEAN N. BARRETT.

Dear old Mother Goose, the patron saint of children's music! How much the children of our family owe to her jingles. I can very distinctly remember my father playing with us and trotting us to the rhythm of "Ride a cock horse," "To Boston, to Boston, to buy a penny bun," and "Little bow-wow to the mill."

No child, thoroughly imbued with these rhymes, will have any trouble in comprehending three and four part rhythms, with their varied subdivisions and accents. How much more delightful to have all this rhythmic instinct grow up unconsciously from happy play-time than to have it left until a child is old enough to be conscious of his lack in this respect and has to go through exacting and tiresome drills to overcome it.

Happy the child whose lot is cast in a joyous musical atmosphere! There is there implanted in his inner being a something which will help him to go through many trials with a brave heart and an unconquerable hope and faith that this is after all a good world.

We constantly hear mothers say, "No, my children have no talent for music and I shall not bother to have them learn anything about it."

If I could feel that I had in all my life made a few mothers, a few teachers, understand the difference between music as a performance

and music as a life element, and thereby gained for a few children this power which more than any other stirs the vital forces by which we live, I should feel that my share of life's troubles were a small price to pay.

A like misapprehension in the domain of art would banish from home and school the beautiful pictures and art forms which awaken a love of all that wonderful world of beauty revealed to the seeing eye and the appreciative mind, because, perforce, so very, very few children have any talent for drawing, painting, or modeling.

One of the first steps in rousing a feeling for music is to lead a child to listen. How much stress is laid in our scheme of education upon teaching a child to observe, to see; how little upon teaching him to hear. The eye is made dominant in all things and we lose much enjoyment which a trained sense of hearing might bring us. God made the birds beautiful, but He also gave them songs, so tender, so thrilling that the very breath stops that we may listen, as we sit at twilight near the home of wood thrush or song sparrow.

To the open ear is not the gentle, silvery murmur of the brook as it calls through the forest as keen a delight as is its crystal shimmer in a setting of green, when we have followed its call and found its home?

Let us not forget that the morning stars sang together, and that He who created them meant His children to hear their music in the melodies and harmonies of all His great creation.

The child brought up in the city hasn't the beautiful sounds of nature from which to get his first lessons in listening, but mother and kindergartner can make use of what they have. Even the scissors grinder and ragman help us out here. One of my little pupils, the daughter of musical parents, gained her first idea of imitating sounds correctly from a ragman's call. As we were having our lesson one day we heard this song come, I was going to say float in at the window, but the ragman's tones are rather too strenuous to be called floating tones: "Rags, rags, rags; any old rags or bottles." The tune can be written thus: Do si la sol sol sol do do, but no words can describe the quality of the tones. At once I imitated the theme and little Frances, to my great surprise, imitated me exactly, whereas before this she had hardly been able to get one single note correctly. His tune was unique and it appealed to her.

Lead the children to listen in every way you can think of. Tap on different substances—wood, glass, silver. You may find a lamp-shade that gives forth a definite musical pitch. Play tunes on tumblers, tuning them to musical pitches by varying the quantity of water in them and striking lightly with silver knife or spoon. This device I found most useful in arousing interest in music in a boy who seemed to have no musical instinct whatever.

A writer says: "The greater part of children's time is spent in elaborate impersonation and make-believe, and the entire basis of their education is acquired through this directly assimilative faculty." This applies most forcibly to music and gives to those who have the care of children almost unlimited opportunity for developing musical expression.

A lullaby song at the child's bedside at night is a benediction beyond estimate.

#### Article XXXIX.

##### HOW MUSIC HELPS IN THE LIFE OF THE HOME.

By MRS. JEAN N. BARRETT.

A few instances of what has been done in some homes through the power of music will, I know, tell you more than the mere advancement of theories.

A little girl who was very miserable and managed to make mother or nurse most unhappy all through the process of hairdressing and getting into bothersome clothes, would submit most graciously if mother sang—

My mother bids me bind my hair  
With knot of fairest hue;  
Tie up my sleeves with ribbon rare,  
And lace my bodice blue;  
For why, she says, sit still and weep  
While others are at play?

an adaptation of Haydn's beautiful air.

Another mother learned to help her little boy work off some of his stormy fits of temper by going to the piano and playing some stormy, impetuous bit like Schumann's "Wild Rider." The boy did not know why this was done, but he felt the mood of the music because it exactly fitted his own, and he would career around the room like a veritable wild pony, until his emotion, which might have worked harm to himself and others, had spent itself in this harmless way.

My sister remembers that even as a child she recognized this power of music to bring sweetness out of temper. She was very angry one day with a sense of some injustice done her and in this mood started to play her beloved piano. As she did this she realized that if she played she would soon cease to be angry, and not being ready to give up her resentful mood, she rejected the gentle ministry of music and went to her room to nurse her unhappiness.

As an incitement to bravery music has often been used in the home. A little boy much afraid of the dark would go upstairs to a dark room for mother when she played a strong march for him as he went.

If mothers could realize how many times a bit of music would be of greater service than even the kindest remonstrance, they would have crashing chords ready for the angry boy, nonsense song to drive scowls from the face of little daughter, and jolly jig to set lagging feet and drooping spirits dancing; while a gay little tune improvised or adapted for the occasion, would often bring cheerful obedience in response to the request to pick up playthings or perform some other unwelcome task, where a stern command would start an unhappy time for all concerned.

One of my childhood memories is of visiting in a country home where the mother would often get up from the breakfast table and say, "Come, let us sing a little before we do the work." Bad house-keeping, perhaps, but good homemaking, for I have since learned that this method was always resorted to when the morning atmosphere of the home threatened to be gloomy or quarrelsome; and the singing never failed to drive away the clouds. Of course, this use of music is most effective with a child who is either endowed by nature with the ability to respond to musical influence or has been trained in ear and heart to feel its effects.

A child who has always heard good music and has early learned to love and produce it, has great advantage over one to whom it comes as a later and more foreign achievement. Responsiveness to the atmosphere of music is not, however, dependent upon the ability to create it, although of course, made stronger by it. A little 4-year-old child who had no natural ability for either singing or playing, being deficient in both rhythmic sense and sense of pitch, nevertheless was so sensitive to musical impressions that she described the tunes which were played to her as being pink and red and blue like the sky, and one which had strong chords with a staccato melody above them as the green tune with red berries. These interpretations of music in terms of color were later explained by the development of an unusual degree of talent with pencil and brush.

Another memory of my childhood is of a visit to a dear auntie, who, on Sunday afternoons, took her little visitor to the west pasture and amid the splendor of the sinking red sun read from a volume of sacred poems. The cadence of her sweet low voice will always echo through my memory.

It is truly a part of music's ministry to speak through the charm of a well-modulated pleasant-toned voice, lending itself freely to the various moods of the fine nature it serves. It is truly one of the duties of the mother and the kindergartner to be a model for her children in this respect as in many others, for children are very sensitive to voice quality.

While the kindergartner's opportunity comes later than that of the mother, she has the same responsibility to see that the children

under her care are given the opportunity for "full and all-sided development," to use the words of Froebel, "to enable him to see man in the universality of his nature and particularly to enable him to understand and appreciate the products of true art." Many children will come to her without having experienced in the home any of the life of music which might have been theirs, and to her will fall the duty of arousing the first idea, of awakening the first emotion for sound.

Who that has ever witnessed the delight of a little kindergarten child in this new way of expressing his joy in life can doubt that music should be regarded as a beneficent influence in life, and not as an accomplishment to be cultivated only by those of more than ordinary endowment? When the kindergartner says, "Who will sing our new song for us alone?" how often it is the little fellow who can not yet carry a tune that eagerly responds, especially if mother is there to hear. If teacher and mother are wise, there will be no expression of surprise or dissent; for the right trueness or untrueness of the tune just now is nothing to the inner urge which makes the child want to express himself in this new and delightful way.

To sing the lilting measure when the heart is gay, to give thanks, for cherished blessings in the glad hymn of praise, to send upon wings of song a prayer for strength to bear the burden and grief too heavy to be borne alone; this is what God's great gift of music should mean to us. Let us help the little children to enter into their heritage of song.

#### Article XL.

##### BEING A GOOD MOTHER REQUIRES UNDERSTANDING, DEVOTION, AND SACRIFICE.

By MRS. ISABEL S. WALLACE.

The education of young girls should prepare them for the greatest work in the world—wifehood and motherhood—and I wish they could all have courses in home nursing, domestic science, and kindergarten training.

My training as a kindergartner taught me many things, among them keeping strictly to a schedule; so my baby was fed, bathed, and put to bed regularly. Habit is formed early in life, and can help to make or mar character, depending on whether habits are good or bad. This carrying out of a regular schedule was not always easy, for it meant sacrifice of many pleasures. But I wanted to be a good mother first of all, and I was rewarded by having a happy, good baby. Even now at 6 years old there is no fuss at nap time or bedtime. One of

the things taught unconsciously in the kindergarten is regularity and promptness, and these can be taught in the home just as well.

Long before baby could talk she knew the little play for the fingers, "Here's a ball for baby."

Here's a ball for Baby,  
Big and soft and round!  
Here is Baby's hammer—  
O, how he can pound!  
Here is Baby's music—  
Clapping, clapping so!  
Here are Baby's soldiers,  
Standing in a row!  
Here's Baby's trumpet,  
Toot-too-too. Too-too!  
Here's the way that Baby  
Plays at "Peep-a-boo!"  
Here's a big umbrella—  
Keep the Baby dry!  
Here's the Baby's cradle—  
Rock-a-baby by!

—Emilie Pousson.

The ball is made with the two hands rounded together; the hammer by doubling up the hands and pounding, one or top of the other. Baby's soldiers are made by holding all the fingers up straight. The hands are clapped together for the music, and doubled up, one in front of the other for a trumpet. For peep-a-boo the fingers are spread in front of the eyes so that baby can see between them. The umbrella is made by placing the palm of one hand on the index finger of the other, and the cradle by putting the two hands together, insides of the palms touching and outer sides open.

As I said the words of this little play and made the motions, baby would try to make the motions, too. She also knew "Five Little Squirrels," "Good Mother Hen," and "Little Squirrel Living Here." Of course, she could not play them perfectly, but she loved them and wanted me to play them for her over and over.

Baby also loved music and even when very tiny would stop crying to listen to soft music. She has always loved stories also. First we took up "Mother Goose Rhymes." I would repeat them over and over to baby as I sat sewing and she played on the floor, and before she was 2 years old she knew a great many of them. She also knew the words of several little songs, such as "Rock-a-bye Baby." It was enchanting to hear her say them in her sweet baby way. I never actually taught her the songs, however, simply singing them over and over again.

Baby played with two other little girls from the age of 3 until over 4. One was younger and the other older than she. The two little girls did not have much home training, as their mother was a society woman and left the children to the care of a maid. They

almost lived at our house. When the children grew quarrelsome I usually suggested a party. The little table and chairs were gayly set on the piazza, weather permitting, and milk, graham biscuits, and dates were served or grape juice and arrowroot biscuit. Sometimes an apple or an orange was carefully prepared for the occasion. Such a party always stopped the quarreling. Sitting down rested them and eating quieted them. Then after they had finished I left my work and told them a story. Oh, how eager their little faces were.

One day, the younger visitor, who was spoiled and selfish and consequently quarrelsome, was making things unpleasant for the other two. I entered the room and quietly took her on my lap. She knew she had been naughty and was a little afraid of me and also curious as to what was going to happen. The other two children watched with awe and wonder on their little faces. Very quietly I told a story my grandmother used to tell me about "Naughty Spotty." It made a great impression on them all, and, as I had foreseen, it was not necessary to say one word of direct censure to the naughty child.

Both of our little visitors were story hungry. Their mother said she could not tell stories. By reading a story over several times and getting its meaning and spirit, anyone can tell a story. Don't be afraid to put expression into your voice and face. No stories should be told which may frighten a child. The children may dream about them or lie awake in fear. Such stories also make them afraid in the dark.

Then there are pictures. Good pictures and picture books are very necessary for children. One or two pictures that are worthwhile are better than many poor ones. Since babyhood my little girl has known and loved pictures. She learned nearly all of the animals in that way. She has also learned how to handle a valuable book and now she can be trusted to go to the bookcase and take out and replace a book after looking at the pictures, and asking about them. Good pictures are an education to all children and they love them.

In kindergarten children play with blocks, among other things, at first with the simplest kind, then with more complicated and larger sets. They are directed and taught how and what to build, and it trains the eyes and hands, teaching accuracy and construction. At home most children have blocks and can build on the floor and love to build for hours. My husband builds castles and all kinds of wonderful houses with our little girl, and in this way the building becomes more and more instructive and worth while.

Crayons have played a large part in our daughter's life. She loves to draw and can really draw well. I have drawn simple things for her and she tries to copy them. She also tries to draw what she sees, and thus in these two ways she is acquiring another medium of self-expression.

## Article XLI.

## SIMPLE THINGS PLEASE CHILDREN, AND SIMPLE METHODS ARE BEST TO CONTROL THEM.

By MRS. ISABEL S. WALLACE.

How many things can be made by folding ordinary wrapping paper. Soldier caps for small boys keep them amused a long time. A house and furniture with a few cut-out dollies make such busy little girls. After all, it is the simplest things that make children happiest.

When at my mother's home one time my little girl folded and cut a house, windows, doors, and all. Her grandmother was delighted and the little one said, "We'll keep it to show grandpa and I guess he'll say I am a smart Tottie." With a little thought mothers can learn how to fold and teach their children to fold a number of things. It is excellent practice in accuracy and neatness, besides affording the joy of making something.

In a regular kindergarten all the sets of blocks, which are of different sizes, are kept in boxes with covers, and each child puts his away carefully and correctly or else the cover will not fit. Then all the sets are collected and packed in a closet by a few of the children. Children love to help keep things in order and enjoy doing it.

At home, also, a child should have a place for his toys. A playroom is ideal, but if this can not be provided, some place surely can be found, even in a small flat, which a child may have for his very own to keep his toys in. From the age of 16 months I insisted that my little girl put her toys away neatly. We began it as play, and now it is a habit. Of course, sometimes she is in very much of a hurry to do something else, but the toys are put away in the end. We made her a large dry goods box, standing up on end. My husband put cheap castors on it and two shelves across it. There all the small toys are kept. The blocks have their own boxes; the small things have baskets; and crayons, pictures, and papers go into a box with a cover. All of them fit into the shelves; also the animals, dolls, trunks, washtubs, and many other such things. The picture books have compartment in the large bookcase. "A place for everything and everything in its place," when little folks have finished playing, makes a good rule.

One day when my child was not at home, a little girl came in for a visit. I took her into the playroom and left her there very happy. After a short time she went home. When I returned to the playroom I found everything so scattered over the floor that there was hardly room to walk. The next time the little girl came I had a

talk with her. I have made it a rule, and it is a hard rule to keep, for some mothers are offended, that if a child will not help put away the toys carefully when he is ready to go home, then he can not come back to play with that toy again until he is ready to do what I ask. My little girl was playing at a neighbor's a few days later. When it was time to come home I went for her. The children were cutting out pictures and had made a dreadful mess on the table, chairs, and floor. I told my little girl to help pick them up before putting on her things. The mother said, "Oh, that's all right; Sadie never picks up scraps; I do that. So don't make your little girl do it." And my child smiled and calmly said, "It's all right, mother, I don't have to pick up here." Then I told the mother about my rule and explained that it wasn't mere crankiness on my part, but a desire to form good habits in the children and to develop character.

All children are naughty at times and it is so hard to know how to deal justly with them. One day when I was very busy my little girl came in from playing in the garden. I suppose she was tired and hungry, but she did not herself know what was the matter. She began to try a new kind of naughtiness, lying down on the floor, kicking and screaming and saying naughty things to me. I was amazed and quite puzzled as to how to treat such a proceeding. At first I ignored her, but she kept it up. I asked a few questions in a kindly way, but that seemed to fan the flame. I was busy, in a hurry, warm, and tired and began to get very angry. Nevertheless I realized that if I could not control my temper I could not expect a 5-year-old child to do so. So I pondered over what to do. Finally I went and picked her up and carried her to a chair where we both sat, or flopped down, as it was no easy task carrying a kicking, crying mass of humanity. I never said a word, but rocked her quietly. After a little while she stopped, and I began to sing softly. She almost went to sleep. Then I knew she was simply overtired and I was so thankful that I had not indulged my own temper in any way. After a short time we had lunch and then she went to bed for her afternoon nap. She slept hours, repairing the wasted energy and her nerves in blessed sleep. She has never tried that trick again.

I find a word of praise goes so much further than blame, and the bright eyes give back such a grateful look.

Last autumn my little girl began to go to kindergarten. She loves the work and is always so proud to show what she has made. I was very anxious for her to go, as she was shy and needed to learn "team work" and to rub up against other children in order to polish off the corners.

The kindergarten is the link between home and school. There is more freedom, more spirit, of comradeship, more play than is the

classroom, and to me it seems like administering a rude shock to usher a child into definite studies fresh from the home. By attending kindergarten the child becomes familiar with a school building, school hours, and necessary rules; he develops courtesy and kindness toward others, and enjoys listening at story time. He also likes working and playing in unison with others, and he learns to control fingers and in fact to control the whole body. No school is complete without a kindergarten.

#### Article XLII.

#### GARDENS, PETS, BOOKS, AND PICTURES FOR COUNTRY CHILDREN.

By Mrs. EDNA W. SEMKEN.

I have thought a great deal about what I might say if I could talk with mothers who live far away from any center of population, and this fact stands out most clearly in my mind: The remarkable opportunities a mother in the country has to teach her children at first hand what the seasons bring.

Let them have a garden of their own, in which to grow very simple flowers and vegetables that are hardy and easily grown. Let them have pets to take care of. This will teach kindness and service for those dependent upon them.

Every child should have daily duties, and if you begin early and make play of these tasks, most children will love to do them, and feel the importance of being a real help in the home. It seems to me that the three largest factors all through life are self-control, independence, and obedience, and we can not begin too early in any child's life to teach these virtues.

Another thing the far-away mother may obtain for her child is books. Develop early a fondness for books in your children, and a great battle is won. All children love fairy tales, Nature stories and poetry, such as Grimm's and Andersen's Fairy Tales. Wise selections of the best of these "time-tested stories" are now published by many publishing houses. Some of the Grimm stories are too grown-up to tell to children. Kipling's "Just So Stories," and poems by Robert Louis Stevenson, Eugene Field, James Whitcomb Riley, and Jessie Wilcox Smith are all excellent for children to know.

Six years of age is not too early to begin to build a library for a child, and the books should be in his own room, where they can be easily reached and become constant companions. The books my daughter enjoyed most at the age of 7 were:

In Story Land—Elizabeth Harrison.

Kindergarten Story Book—Anne Foster.

Pinocchio—G. Collodi.

Tale of Peter Rabbit—*Beatrix Potter.*  
 Tale of Tom Kitten—*Beatrix Potter.*  
 Seem-So's—*J. J. Bridgman.*  
 Story of Noah's Ark—*E. B. Smith.*  
 Pied Piper of Hamelin—*Robert Browning.*  
 Little Lame Prince—*Dinah M. Mulock.*  
 Among the Farm-Yard People—*Clara D. Pierson.*  
 Among the Night People—*Clara D. Pierson.*  
 Among the Meadow People—*Clara D. Pierson.*  
 Among the Pond People—*Clara D. Pierson.*  
 Among the Forest People—*Clara D. Pierson.*  
 Poems of Stevenson.  
 Poems of Field.  
 Poems of Riley.  
 Poems of Jessie Wilcox Smith.  
 The Hollow Tree and Deep Woods Book—*Albert Biglow Paine.*  
 The Hollow Tree Snowed In Book—*Albert Biglow Paine.*  
 The Book of Clever Beasts—*M. Reed.*

Two other subjects loom up in my mind for the far-away mother, and they are music and pictures.

The phonograph as an educational factor has tremendous value. Through this means the children can become familiar with all that is best in music, either vocal or instrumental. They can learn not only the music but about the composers; and the great men and women who sing and play various instruments.

A child's taste in pictures can be cultivated by having in his room pictures which are good both as to color and subject. Pictures dealing with Nature in any form are always attractive to a child and if they are hung in the room so that the child can easily study them and even handle them if he wants to, this adds much to his enjoyment.

There are many book and picture firms that are only too glad to send catalogues upon request. The far-away mother can obtain anything of this kind she may want by mail; and if, besides a garden and pets, a child can have books, music, and pictures, it seems there is real education of the right kind going on.

#### Article XLIII.

##### DEVELOP RIGHT RELATIONSHIPS FROM THE START.

By MRS. RUTH HEPPNER SWAINE.

All kindergartens have one characteristic in common—the respect which the children show for the individual rights of others. Where many little children are gathered together, there must be governing laws and obedience to these laws.

In the ideal kindergarten these laws are more feelings than facts. The children grow to respect and obey them spontaneously, almost

unconsciously. Thus, even when they are 4 and 5 years old, they can be led to a right relation toward their fellow beings. Could anything be more important?

All children do not live near a kindergarten, but all children have playmates. A wise mother will quickly establish the law of right relationships among the children who play in her home. Even a busy mother—and are not all real mothers very busy?—can with a word now and then impart a feeling for the rights of others, and this, once gained, is never lost through life.

The kindergarten is the most democratic of institutions. The children feel no class distinctions—in fact, there are none in the world of the 3-year-old. My Philip plays as joyfully with the little fellow in the servant quarters next door as he does with the son of my best friend. The public-school kindergarten is particularly interesting, because all classes mix freely and are entirely free from self-consciousness. Each little individual contributes his personal traits toward the making of the whole. A fault may serve as great a purpose as a virtue, and both may serve as mirrors wherein the child sees himself. Under the guidance of the kindergartner he will see wisely.

Moreover, the children soon learn to love the calm of the kindergarten room, and come readily under the influence of the ruling spirit—the denial of self for the good of the whole.

In your own garden, the back yard, there can not be the close supervision that there is in the kindergarten, and elimination sometimes becomes a necessity. If you are fortunate enough to live among your own kind, where all the children in your neighborhood are reared similarly, you will probably not have any serious problem. But if you live in a cosmopolitan neighborhood and there is an older child with avowedly wrong tendencies, the safest step is to encourage him to seek his older playmates. I would deny him my babies of 3 to 6. If the child comes to your gate who has had less of a chance than your own little ones, it is surely a privilege to take him in, for he will soon begin to thrive under the new influences. If you have much spare time, take in as many children as you can. Supervise them closely, and rather than let willful weeds grow among your flowers, eliminate.

Be one of the playmates yourself as often as possible. Join the little group in the yard for a few glorious minutes, and you will come back to your housework completely rested. A whistle from mother for a moving train is such a surprise, or an unexpected laugh over the tumbling blocks makes it only a joke where it might have been a tragedy.

The child feels your interest ever in back of him then, and it is very human to desire the interest of those we love. Throw the ball,

around the circle, push the swing, make believe partake of the sand cakes, and observe the new values the old plays take on.

Draw the children of the neighborhood to your own garden if you wish to experience a delightful sense of peace and love. No flowers you might coax to grow there are half so worth while. With your guidance and their daily association, they will learn many lovely things, and carry them through life. Friendship, care for the weaker ones, unselfishness, joy in the joy of others, and a feeling for the right are the beautiful things of life that may be cultivated and that will be a joy forever.

#### Article XLIV.

##### BE KIND, BUT FIRM, IN YOUR INSISTENCE ON THE RIGHT.

By MRS. RUTH HEPPNER-SWAIN.

The child is a primitive little being. His desires are near the surface, and primarily very selfish. He wants all things for his own. He must also be first in everything, and, if he is the biggest force in the play group, what more natural than that he should try to make everything conform to his wishes? But this child, if once actuated by the right, becomes the most generous, the most considerate, and the gentlest of little fellows. A few words, a firm but kind insistence on your part, and he knows the pleasure of giving up for others.

All children have their difficulties with one another, and sometimes, if one judges by the noise in the back yard, they are very big ones.

A moment's wait will usually show whether it is wise to run and help the children readjust their little world. Do this only when necessary. Hold your breath behind the door, and see if happily they are not righting the situation themselves. Even the physical hurts need much less sympathy than the average mother is apt to bestow. Would we coddle our children into becoming physical cowards? From earliest babyhood begin to turn their attention when hurt to some new interest, and observe how quickly the pain is forgotten.

A strong conviction has grown out of the passing years of my motherhood that the greatest service a mother can do her child is to teach him self-reliance. If you begin with the baby, the habit forms easily and before you know it self-reliance has really become a habit with him. Hold yourself free from fear as he tries out his growing powers. Watch alertly, but wait. Let him try the reach that may topple him over, but secures for him the bright ball. Let him make all the moves he wants to, and if necessary, be there

to catch him as he falls. Hesitate long before you turn a child deliberately away from the thing he has set his heart on doing. Strong initiative is too glorious a characteristic to nip in the bud. Try for one day to stop and think before you deprive your child of the pleasure of simple achievement.

There are countless little tasks a child can do for himself to help mother. Each mother will think of many of these in the course of a day. Remember that in the child's world of new impressions the most trite acts to us are to him the most delightful of plays.

Play is the vital employment of childhood. The art of playing alone, being friends with himself, is a foundation for self-reliance in greater things later in life. A child can not be more than contented. So hesitate, dear mother, to interfere when your child is quietly employing himself in his own chosen way, even if it is only baby with his toes. Let the spell last as long as it will; the next will last longer. Soon your child of 3 will play hours by himself. The busy mother often needs this respite.

#### Article XLV.

##### LEARNING TO PLAY WITH OTHERS IS THE FIRST LESSON IN SOCIAL TRAINING.

By MRS. DORA LADD KEYES.

I like to remember that Froebel said, "The nursery was my university." This statement gives every mother a bond of understanding and sympathy with Froebel and his ideals as they have been worked out in the kindergarten.

The best modern kindergartens center their programs largely around the natural home activities of the child. Hence even though mothers may find it impossible to secure kindergarten privileges for their children, materials and opportunities are close at hand with which to provide, to some degree at least, for this need.

Last February a laddie who was just "half past 3," with hands well scrubbed and nails manicured, cut out 38 valentine heart cookies for his mother. Before he had finished he learned to be neat, quick, firm of touch, and economical in his spacing. In addition he was unconsciously gaining a sense of participation and cooperation and the feeling of being a "real help" to mother.

Last autumn the same little laddie gathered a large pailful of scarlet summer seeds, which we plant every spring around the play fence.

Children love to have a place that is their "very own." My husband and I feel that the \$8 we invested in a fence for a play yard for

our two boys were well spent. The play yard is 15 feet square and contains a little cherry tree, some grass, and a large space from which grass has long since disappeared. Here we put a big sand pile, which, when wet, supplies dough for all sorts of delectable bakery products; and when dry affords opportunities for constructing bridges and mysterious tunnels.

The play yard is the place for tea parties in the "hungry middle of the afternoon." It has not only supplied the needs of our own children, but is quite the social center of the neighborhood—too much so, one mother sometimes thinks.

Songs, stories, handwork, and nature study are important lines of kindergarten activity which a mother can pursue at home with the help of a few good books and her own resourcefulness. The child deprived of kindergarten is not so likely to suffer for want of these activities as for the lack of the social training which, to me, is the biggest contribution of the kindergarten. The child needs to play with other children. "Here," says Jean Paul, "the first social fetters are woven of flowers." And therein lies the unique value of the little play yard. Children learn there to give and take, to adjust themselves to each other, and cooperate. They also develop the initiative that makes for leadership.

Play in the playyard is undirected so long as harmony prevails. The neighborhood is the next larger natural group after the family and prepares the child for a conception of the larger school group and the community. In the summer I invite the children of the neighborhood—about 16 in all—to come to our big lawn twice a week and join in our "twilight play circle." During the winter I also invite them to come once a week to play indoors. We call the winter meeting our "neighborhood fun club." I took my neighborhood as I found it and the children vary from 3-year-olds to two eighth-grade girls. One of the latter plays the piano for us and the other helps in numberless ways. I serve no refreshments.

Last winter we learned three simple folk dances and a number of the beautiful games that are so deeply rooted in the early social experiences of the race, such as "London Bridge" and "Here we go 'round the mulberry bush."

We also played other games suitable for a large number of children indoors, and learned about 30 riddles. Children who could read prepared special contributions, such as child poems of Eugene Field and Robert Louis Stevenson. Two little girls sang duets for us, and one day we had a little guest who taught us some charming solo dances based on Mother Goose rhymes.

The children's love of the dramatic was shown by their fondness for guessing pantomimes. A child usually planned a pantomime beforehand and then invited others to help him work it out for the

rest to guess. Our pantomime material was drawn largely from Mother Goose, Aesop's Fables, and well-known fairy tales.

Our "fun club" takes some of my precious spare time, as well as a considerable amount of energy, but I feel that it pays for myself as well as for the children. It makes me realize what Froebel's friend meant when he said, "It is like a fresh bath for the human soul when we dare to be children again with children."

#### Article XLVI.

##### KINDERGARTEN METHODS AS VALUABLE FOR HOME AS FOR SCHOOL.

By MRS. MARIE K. CHAFFEE.

About a year and a half ago a number of mothers in a small town petitioned their school board for a public kindergarten. They knew that there were at least 25 children in the community who would attend and that there was a vacant room in one schoolhouse which could be used for the purpose. But the school board contended that there were too many other expenses for the coming year and that the town could not afford to establish a kindergarten.

The mothers, however, persisted in their idea that the need for a kindergarten was very great, and after many months of patient work they succeeded in persuading the school committee to give the use of the vacant room. A class of eight children has now been started, and it is in charge of a young pupil kindergartner who is taking this work as her senior practice teaching, charging only a small sum for each child. She is full of enthusiasm and the work has been progressing steadily under her inspiring direction.

The children who attend the kindergarten are nearly all from good families. It impressed me strongly, as I canvassed the town in search of pupils, that the very parents who could and did give their children every possible advantage were the ones who were quick to realize the opportunities in kindergarten training. Other parents, whose children were "running wild" physically and mentally, so to speak, would say, "We don't think our child needs to go to a kindergarten," or "We can not afford to pay so much for just having Mary amused."

All mothers should know that the kindergarten is not a place where a child is "just amused," nor is it a schoolroom where facts are drilled into a child's head for hours at a time. A well-managed kindergarten is like a well-managed home—a place where the children may develop naturally and normally. In the kindergarten they do this to the very best advantage under the careful guidance of a teacher trained for her work and in the companionship of other children.

After a kindergarten has been started, mothers should visit it frequently and attend the mothers' meetings which the kindergarten conducts in order to explain to them the purpose of the kindergarten and how they may help its work and influence. In this way they will come to understand the value of the games and other activities of the kindergarten, and will gain many helpful ideas and suggestions, which may be used equally as well in the home as in the kindergarten.

And right here should be pointed out the opportunity the kindergarten mother or the mother who knows something of kindergarten methods has in her community. She can start the right spirit among the mothers and children all about her if she so desires. She can form mothers' clubs and have a kindergarten training teacher or supervisor give talks. The spirit of kindergarten games can be carried into the whole community, gathering in the fathers and mothers, and thus greatly helping the child-welfare movement.

I know a mother who never had any kindergarten training, but became interested in it when her babies were small. She read all the books she could find on the subject and visited many kindergartens in order to understand more of the value of play as Fröbel explains it. Then the mother began to apply Fröbel's method systematically in the home education of her children. One of her daughters when she grew up became a student of mathematics and the mother always says that the first lesson in mathematics began when her daughter was a little girl and wore curls. As the mother brushed the curls each morning the child would count, and add and subtract them, and thus an instructive as well as a merry game was made out of what is usually a tedious performance.

This mother has brought up four children, but even though the boys and girls are all grown, this family has never lost its play spirit. How far we stray from the path of youthfulness and joy in starving the play side of our makeup! A man is old only when he has lost the love of play. It is not merely, "Come, let us live with our children," but "Come, let us play with our children."

#### Article XLVII.

##### STORY TELLING FOR PATRIOTISM.

By CAROLYN SHERWIN BAILEY.

##### PATRIOTISM THROUGH CONSERVATION.

One of the greatest of the good impulses born of the present struggle is the ideal of thrift and conservation that it is bringing to the children of American homes. Without feeling the pinch of actual want, they are learning the useful game of making the best

and the most of things. New values are being discovered, economy is no longer looked down upon, but is raised to the level of an art, and simple living is going to make healthier bodies and stronger minds for the children who will be the citizens of to-morrow's freedom.

'Help the children, through a story, to work out a plan of conservation that will fit their own lives. What, on his own plane can a little child do without, share, or put to a wider use in our crisis of to-day? The story of "The Birthday Cake" suggests food economy, and after the children have heard it they may make their own application of the lesson in other home sacrifice.

#### WHAT HAPPENED TO THE BIRTHDAY CAKE.

"It will need four eggs and a cup of sugar and some milk and some flour," mother said, as she went to the pantry to get the yellow mixing bowl and the sifter to make Barbara's birthday cake.

"It needs sugar, too, for the frosting, and please make very thick frosting, mother dear," Barbara begged. She was standing beside the kitchen table, watching, for she was going to be 6 years old in just a few days. It was to be her birthday cake, rich and sweet, and shining on the supper table with six pink, lighted candles.

"I am afraid that the cake and the frosting together will use up all our sugar," mother said as she came back. "I wonder," she went on, with just a little bit of worry in her voice, "if we could manage with two eggs instead of four. Eggs cost so much now."

"Well, we have to make a birthday cake, don't we, mother, because I always cut it and share it?" Barbara said. Mother looked down in Barbara's kind face and she thought a moment, too. That was the wonderful part about mother and Barbara, they so often thought the same things. Then they said something to each other, laughed, and hugged each other, and mother put away the big yellow mixing bowl and flour sifter.

The next day was Barbara's birthday and two people who didn't have birthdays had surprises.

Timothy, whose mother did the washing, had been very ill for a long time. He was getting better, and could sit in the big rocking chair, all wrapped up in a quilt, and try to smile out through the window when Barbara passed. Barbara stopped at Timothy's door on the morning of her birthday. She had a basket on her arm. She took from it a bottle of creamy milk and a bag that held four white eggs.

"Here is a part of my birthday cake for you, Timothy," Barbara said. "It will make you get well faster."

Granny Blake was just putting her teakettle on her stove when she heard a knock at the door of her little house. When she opened it she saw Barbara, who loved Granny Blake so much. No one could make such nice rag dolls as Granny, and she was always cheerful and smiling, even when she had hardly enough coals to make her kettle boil.

Barbara still carried her basket, and she took a package of sugar and a freshly baked loaf of wheat bread out of it.

"Here is a part of my birthday cake for you, dear Granny," Barbara said. "This is sugar for your tea, and mother made the flour into a loaf of bread for you to eat with it."

Then Barbara went home almost as happy as if she had eaten a large piece of frosted birthday cake. But when the day was almost over and it grew dark, Barbara began to wish that she could see the six pink lighted candles shining for her birthday. She went slowly in to supper, thinking of them. And, oh, what a surprise she found there!

In a rosy circle in the middle of the table shone six pink, lighted candles set in six pink rosebud holders. In the center of this birthday circle of lights was a bowl that held six beautiful pink roses from the garden and beside Barbara's plate was a parcel wrapped in pink tissue paper. When Barbara blew out the candles and opened the parcel she found a pink hair ribbon for a birthday present.

"What a beautiful birthday this has been, mother," Barbara said, "without a birthday cake."

#### PATRIOTISM THROUGH HOME SERVICE.

Every story, worth while or otherwise, that the little child hears becomes a part of his life. Its characters are alive for him, he puts its incidents into action in his daily work and play and he remembers the story's teachings long after the story-teller has forgotten it. There is a new hunger that we ought to satisfy in childhood, this story hunger. Especially do we need to utilize the child's imagination just now as a means of developing those civic virtues and the love of country that will make the children of to-day good American citizens of to-morrow.

Child patriotism is begun in service and especially in home service, for the home is the republic of childhood. If the mother and kindergartner connect home service and simple community service with a love for and reverence for the flag, the first impressions of patriotism will be inculcated in children.

The story of "The Flag Bearer" has this starting point in patriotic teaching for its lesson.

## THE FLAG BEARER.

The primary class had a very beautiful American flag and some child was going to carry it from the schoolroom across the park and into the town hall on the holiday. All the primary children would march after the flag and they were going to sing "America" and "The Star Spangled Banner." It would be a wonderful day and each child wanted to carry the flag.

No one was sure who would be chosen as flag bearer, but their teacher had said the week before, "It will be the child who loves his country the most who will carry the Stars and Stripes. Try and do something for your country during the week."

So the children had been very busy ever since doing all sorts of things that would show how they loved their country.

Marjory had been knitting for the soldiers. Her grandmother had given her a pair of pretty yellow needles and a ball of soft gray yarn and had started a scarf. But the stitches would drop and there was still enough snow for sliding on the hill back of Marjory's house. Her knitting was not much farther along on Saturday than on Monday.

"I will show how much I love my country," Hubert said, and he asked his mother to sew the gilt buttons from his great-grandfather's soldier coat that hung in the attic on his reefer. Then he showed the bright buttons to all the other children and they thought that Hubert looked very fine indeed.

"I shall wear them when I carry the flag next week," Hubert told them.

But the children thought that, perhaps, Roger would be chosen as flag bearer because he bought such a large flag with the money in his bank and put it up on the flagpole in his front yard. Roger's father helped him raise the flag on a rope so that he could pull it down at night, but once the Stars and Stripes were flying Roger forgot all about them. His flag stayed out in the wind and sleet and its bright colors faded and the stripes were torn.

After all, the children decided, it would be Edward who would carry the flag. Edward had a dog named Trusty and he decided to train him to be a Red Cross dog. He put a white band with a red cross on it around Trusty and harnessed him to a little express wagon to carry bundles. Trusty had never worn a harness in his life, or been fastened to anything. He tried to get away from the wagon, but Edward strapped the harness more tightly. The straps hurt Trusty and it hurt his feelings to be made to drag the cart, but Edward drove him to and from the drug store and the grocery and the butcher's, carrying the parcels that Edward had always brought alone before.

The other children, too, all tried to do unusual things to win themselves the place of flag bearer. They played their drums in the street and made soldier caps and wooden swords and drilled. The little girls dressed up and played army nurse with their dolls. The boys bought toy soldiers and horns at the toy shop. There was a great deal of noise everywhere.

Then it was the holiday, and everyone was greatly excited over what was going to happen. Whoever had a red ribbon, or a blue necktie, or a red, white, and blue badge felt very proud indeed to wear it. Every child sat as still as a mouse as the teacher spoke to them.

"Marjory showed me five rows that she had knitted for a soldier when I went to her house a few days ago," she said. "I wonder how many rows she has finished now?"

"Only five," Marjory said softly.

Hubert touched the buttons on his reefer and sat up very straight in his place.

"I am wearing my great-grandfather's soldier buttons," he said. "That ought to make you feel as brave as he was, when he earned the right to wear them in battle," the teacher said, and Hubert suddenly thought that gilt buttons had not made him into a soldier at all. The other children began to think, too, as they looked up at the Stars and Stripes waiting at the end of the room. Edward remembered how the harness had hurt Trusty and the boy with the drum remembered how he had awakened the baby from her nap. Roger thought of his torn flag, flapping in the wind on the top of the flagpole. No one said anything until the teacher looked at the end of the class and smiled, and said:

"Well, Peter."

Peter smiled back and tried to cover up the holes in his jacket sleeves and tucked his old shoes under the seat. Peter's father had gone to be a soldier and there were his mother and the two babies and his grandfather, who was blind, at home.

"What have you been doing all the week, Peter?" the teacher asked.

"Tending the babies so that mother could go to the factory and sew the soldiers' uniforms," Peter said. "And leading grandfather out for a walk when it was a sunny day."

"Peter's got a little flag hanging out of the window," one of the children said, "and he's so careful of it. He takes it in every night and puts it out again in the morning."

"He saluted the flag and took off his hat to it when the parade went by the other day," said another child. Everyone loved merry, ragged Peter, who could play so gaily when he had time for a game.

Just then they heard the band outside. It was playing "The Red, White, and Blue," the music to which the children were to march with the flag.

"Who shall be our flag bearer?" the teacher asked.

The children knew now. They were quite sure.

"Peter!" they said.

So Peter carried the Stars and Stripes across the park and into the town hall, with all the primary children marching like soldiers behind. The wind blew it around him like a cloak to cover up the holes in his jacket sleeves and his old shoes. Wherever he looked he could see the colors; the sky was as blue as the field in the flag, a few snow stars lay on the ground and the first robin redbreast sang on a branch over his head. And the children following Peter knew what the colors told them to do for their country—to be brave and good and true at home.

#### PATRIOTISM THROUGH PLAY.

Every child loves the toys that have to do with soldiering, loves to watch a parade, and has an ideal of soldierhood in his heart as a form of patriotic service to be emulated and practiced. These instinctive interests of childhood are guideposts for us in education. Find out what your child likes to play and likes to play with and then see how the interest can be used for the child's best development.

The toy sword should be a symbol of defense of the right and of protection of the weak rather than just a plaything that stimulates rough amusement. So, also, may the toy soldier, like the soldier of this story, represent for little children those qualities that combine in the true soldier for patriotic service.

#### THE TRAVELS OF THE LITTLE TOY SOLDIER.

He was the largest and the best dressed and the bravest looking of all the toy soldiers in the toy shop. Some of the toy soldiers were made of paper and these tore easily if they even tried to drill. Some of the toy soldiers were made of tin and these bent if they had an encounter. But this toy soldier, who stood head and shoulders above the others, was made of wood. He had once been a part of a great pine tree that stood in the forest, and his heart was as brave and true as the heart of the tree.

His trousers were painted green, with yellow stripes, and his jacket was painted red, with gold buttons. He wore a painted blue cap upon the side of his head, with a band that went under his chin, and he carried a wooden gun in one arm. He could stand alone, for his wooden legs were glued to a block of wood, and his eyes were black and shining and his mouth was painted in a smile.

When the toy soldiers went from the toy shop to live in Gregory's house the little boy thought that he had never seen such a fine soldier in his life. He made him captain of all the soldier ninepins and guard of the toy train; and he took him to bed with him at night. Then, one day, James, who lived next door and was Gregory's neighbor, came over to play with Gregory.

"What a nice toy soldier," James said.

"Yes, he's mine," Gregory said:

"May I play with him?" James asked.

"No; I said he was my toy soldier," Gregory answered.

"Then I'll take him," James said.

"I won't let you," Gregory said.

Then the two little boys began pulling the toy soldier to see which could get him away from the other, and the toy soldier did not like it at all. He was fond of a good battle, but not of a quarrel. He decided that he would not stay in a house where there was a quarrelsome boy and so he tumbled out of a window that was close by and fell down, down to the street below.

The toy soldier had not lain long on the sidewalk when Harold passed by and picked him up.

"I wanted a toy soldier and here is the finest one I ever saw," Harold said, and he slipped the soldier inside his coat and started on, for he was going to school. The toy soldier lay close to Harold's watch that was tick, tick, ticking the time away, but Harold loitered and at last he stopped to play a game of marbles with another little boy whom he met. "I don't care if I am late for school," he said.

"Oho!" thought the Toy Soldier, and as the two little boys played he dropped out from under Harold's coat and into the gutter. When Harold reached school, late, the Toy Soldier was gone.

Joe found the Toy Soldier in the gutter and ran home with him to his mother.

"I have a Toy Soldier!" he said.

"How brave he looks," said Joe's mother.

All the rest of the day the Toy Soldier went about with Joe and listened to what he said and watched what he did.

"I can't go to the grocer's; I'm afraid of his dog."

"I can't put in that nail. I am afraid that the hammer will slip and hit my finger." This was what the Toy Soldier heard. Then it was Joe's bedtime and the Toy Soldier went upstairs with him to bed, but Joe cried all the way.

"I'm afraid of the dark," he said.

When Joe was asleep the Toy Soldier slipped out of his hand and fell into a scrap basket. He knew very well that he couldn't stay with a child who was a coward.

No one saw the Toy Soldier when the basket was emptied in the morning. He went with the scraps into a huge bag and then into a wagon, and then into a factory where men sorted the cloth to make it into paper. One of these men found the Toy Soldier and took him home to his little boy, who was lame and had to stay alone all day.

"Has it been a good day, John?" his father asked.

"Oh, yes!" laughed John as he hugged the Toy Soldier.

"You have my supper ready just in time," his father said, watching the soup bubbling in a shining pot on the stove.

"And I cleaned a little and set the table," John said.

"Has your back hurt you very much to-day?" asked his father.

"A little, but I don't mind that," John said. "See how fine the Toy Soldier looks standing on the table!"

"Oho!" thought the Toy Soldier, "now I have found a place where I can stay. Here is another soldier, cheerful and willing to work and brave!"

